



ANGELA DAVIS

SEIZE THE TIME

Educators Guide

Created by Dr. Alexandria Russell
2021

Cover image credit:

Elizabeth Catlett, *Angela Libre*, 1972, Screenprint on foil, Lisbet Tellefsen
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Society (ARS), NY

ANGELA DAVIS
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ANGELA DAVIS SEIZE THE TIME

Dear Educators,

For over fifty years, Angela Davis has fought for racial justice and human rights. Through rarely seen archival materials and powerful works of art, the Zimmerli Art Museum's exhibition *Angela Davis - Seize the Time* provides an unprecedented opportunity for students to follow American history as it unfolded. It traces Davis's arrest and trial, the grassroots movement to free her, and the echoes of these events in the present day. We are delighted to share this resource, aimed at grades 9-12, to help connect the exhibition with your curriculum and make it a rich learning experience for your students.

While we sincerely hope that you will be able to visit *Angela Davis - Seize the Time* in person, we understand that schools are facing even more challenges today than usual. If your group faces barriers to visiting the museum in-person, please contact us at education@zimmerli.rutgers.edu or 848-932-6175 to explore options.

We hope to see you and your students soon!

Amanda Potter
Curator of Education and Interpretation

Accessibility:

The Zimmerli is committed to offering inclusive, engaging experiences for people of all abilities. If you need these materials in an alternate format or wish to request accommodations for a museum program, please contact education@zimmerli.rutgers.edu or call 848-932-6175.

Book a Field Trip

Admission to the Zimmerli is free for everyone, as are tours for student groups! To book a visit, please visit our website zimmerli.rutgers.edu/learn, e-mail education@zimmerli.rutgers.edu, or call 848-932-6175.

Free Programs

A number of exciting programs will accompany *Angela Davis - Seize the Time* — please visit the museum's website zimmerli.rutgers.edu for details.

ANGELA DAVIS SEIZE THE TIME

Who is Angela Davis?

Objectives & Purpose: Students will be introduced to Angela Davis at the height of the campaign mounted to free her from prison. Since much of the iconography that surrounds Davis was inspired by this period in her life, students will also explore the significance of the arts in conveying political messages and galvanizing grassroots movements around the world. Students will further explore the context of Davis' life before and after the early 1970s to understand how the Civil Rights and Black Power movements shaped her political and social activism that continues in the 21st century.

Essential Questions: Who is Angela Davis? Why is the life and legacy of Angela Davis a significant aspect of U.S. History? What roles did the arts and artwork play in the movement to "Free Angela?" How did Angela Davis become an international icon?

Primary Sources: FBI Wanted Poster, UCLA Bruin Newspaper Article, Selected Works from the Exhibition, Angela Davis Letter to Erika Huggins

Secondary Source: Angela Davis Chronology

Visit go.rutgers.edu/angelaguide to access the sources and selected works from the exhibition referenced here.



UCLA Daily Bruin, "Angela Davis Arrested in New York,"
October 14, 1970

Standards: 6.1.12.CivicsDP.13.a, 6.1.12.EconEM.13.a, 6.1.12.HistoryCC.13.c, 6.1.12.CivicsDP.14.a, 6.1.12.HistoryCA.14.b, 6.1.12.HistoryCA.14.c, 6.3.12.HistoryCA.1 (Full text of the standards can be found later in this guide.)

ntered
NCIC
I. O. 4390
8-19-70

INTERSTATE FLIGHT - MURDER, KIDNAPING

WANTED BY FBI

FBI No. 867,615 G

ANGELA YVONNE DAVIS

4 M 5 Ua 6
1 17 U

ALIAS: "Tamu"



Photograph taken 1969

Photograph taken 1970



Angela Y. Davis

DESCRIPTION

AGE: 26, born January 26, 1944, Birmingham, Alabama
HEIGHT: 5'8" EYES: brown
WEIGHT: 145 pounds COMPLEXION: light brown
BUILD: slender RACE: Negro
HAIR: black NATIONALITY: American
OCCUPATION: teacher
SCARS AND MARKS: small scars on both knees

CAUTION

ANGELA DAVIS IS WANTED ON KIDNAPING AND MURDER CHARGES GROWING OUT OF AN ABDUCTION AND SHOOTING IN MARIN COUNTY, CALIFORNIA, ON AUGUST 7, 1970. SHE ALLEGEDLY HAS PURCHASED SEVERAL GUNS IN THE PAST. CONSIDER POSSIBLY ARMED AND DANGEROUS.

A Federal warrant was issued on August 15, 1970, at San Francisco, California, charging Davis with unlawful interstate flight to avoid prosecution for murder and kidnaping (Title 18, U. S. Code, Section 1073).

IF YOU HAVE INFORMATION CONCERNING THIS PERSON, PLEASE CONTACT YOUR LOCAL FBI OFFICE. TELEPHONE NUMBERS AND ADDRESSES OF ALL FBI OFFICES LISTED ON BACK.

Identification Order 4390
August 19, 1970



J. Edgar Hoover
Director
Federal Bureau of Investigation
Washington, D. C. 20535

Federal Bureau of Investigation (FBI), *Wanted by the FBI*, August 19, 1970, Poster, Lisbet Tellefsen Archive

Teacher Tip!

As a class read an online biography of Davis (suggestions can be found in the Resources section of this guide), and/or watch the documentary, *Free Angela & All Political Prisoners* (Lionsgate, 2013) to introduce students to Angela Davis.

WANTED



H. RAP BROWN



ELDRIDGE CLEAVER



ANGELA DAVIS

F B I

FAITH BEAUTY INTEGRITY

REWARD

Handwritten signature

LOVE · PEACE · HAPPINESS

Poster © 1970

Mohamed K., WANTED: *Faith Beauty Integrity*, 1970, Poster, Lisbet Tellefsen Archive

Assignment

Part 1:

A. Discuss the Angela Davis FBI Wanted Poster and the UCLA Daily Bruin primary sources as a class.

Questions for discussion:

- 1) Have you ever heard of Angela Davis? If so, what do you know about her?
- 2) What are the first thoughts that come to your mind as you examine the FBI Wanted Poster? Have you seen any of these images before?
- 3) When was this poster created? What is the date of the UCLA Daily Bruin front page?
- 4) Who was J. Edgar Hoover?
- 5) Compare and contrast Mohamed K.'s *WANTED: Faith Beauty Integrity* (1970) with the FBI Wanted Poster.
- 6) How does Félix Beltrán use color to convey meaning in "Freedom for Angela Davis" (1971)?
- 7) What role do you think that art played in the life and public persona of Angela Davis?
- 8) What role does art play a role in modern movements for social justice and civil rights?
- 9) Compare and contrast the UCLA Daily Bruins front page with the artwork of Mohamed K. and Félix Beltrán.
- 10) Based on the images you've seen, what do you think that you will learn about in the *Angela Davis - Seize the Time* exhibition?

B. Read through the Angela Davis Chronology and answer the questions that follow.

- 1) When and where was Angela Davis born? What world event was happening during this time?
- 2) When and where did Davis attend high school and college? Describe her international education.
- 3) How did Davis' communist political affiliation impact her job at UCLA?
- 4) How did Davis' involvement with the Soledad Brothers Defense Committee result in her being placed on the FBI's Ten Most Wanted list?
- 5) When and where was the first meeting of the Angela Davis Defense Committee held?

- 6) What role did art and music have in the campaign to free Davis? How was visual art of Davis used to bring awareness to her campaign for freedom?
- 7) When was Davis released from jail and acquitted of all charges? How many people gathered in Madison Square Garden to celebrate her freedom?
- 8) Describe three major events and achievements in Davis' life after 1980.
- 9) How would you describe Davis' efforts to "seize the time" throughout her life?
- 10) What do you think was the most pivotal time in Davis' life? Why?

Part 2 (optional):

As a class or individually, read Angela Davis' letter to Erika Huggins, from May 2, 1971 and answer the questions that follow.

- 1) Where was Davis writing this letter from?
- 2) What inspired Davis to describe Ericka Huggins as "the strongest, most courageous Black Woman in America?"
- 3) How does Davis reflect on FBI Director J. Edgar Hoover's assertion that "the Black Panther Party is 'without question, the greatest threat to the internal security of this country?'"
- 4) What impact did being confined "in total isolation" have on Davis?
- 5) How does Davis describe the conditions and experiences of other incarcerated women?
- 6) What meaning does the phrase "Seize the Time!" have for Davis and Ericka Huggins? Where did the phrase come from?
- 7) What meaning does the phrase "Seize the Time!" have for you?



Félix Beltrán (Cuban, born 1938), *Libertad Para Angela Davis* [Freedom for Angela Davis], 1971, Offset poster, Lisbet Tellefsen Archive

ANGELA DAVIS

SEIZE THE TIME

Angela Davis: Life & Legacy

Objectives & Purpose: Building on their knowledge of Angela Davis, students will be introduced to archival materials and artwork inspired by her life and legacy. As students visit the *Seize the Time* exhibition, they will have the opportunity to create a unique experience based on the artwork that is most meaningful to them. Guided by expressions of freedom, students will culminate their journey through the exhibition with reflections of their own understandings of social justice in their communities.

Essential Questions: How has Angela Davis embodied the Black freedom movement and the ongoing struggle for human and civil rights across the world? What does it mean to “Seize the Time?” How do the aesthetics, sounds, and words of freedom express themselves in the Angela Davis: Seize the Time exhibition? How does Davis’ life inform your own understanding of freedom?

Primary Sources: Selected Works from the Exhibition

Teacher Tip!

Fill in a table as a class below to model expectations for how students should answer each question.

Assignment:

Part One:

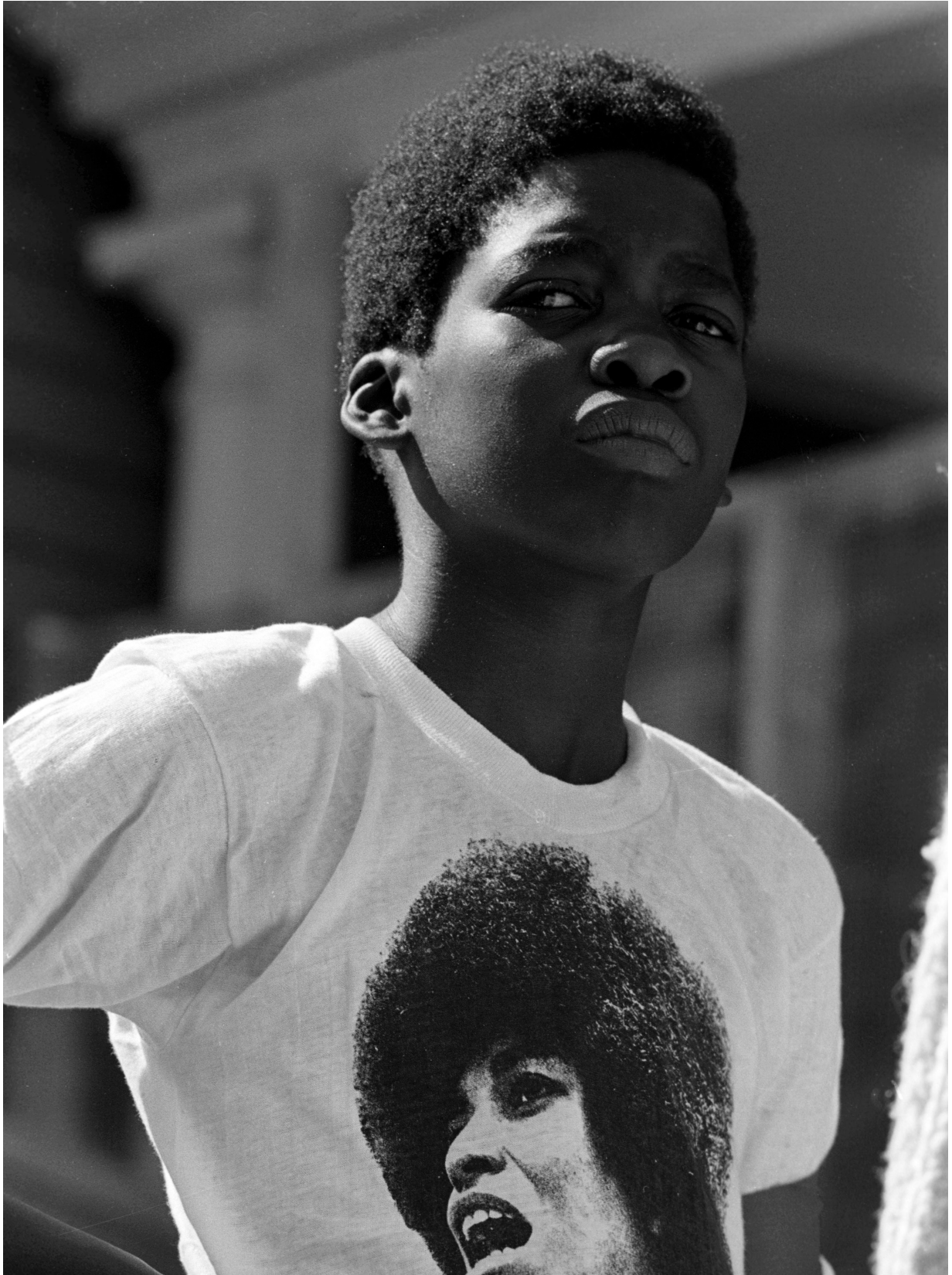
As you travel through *Angela Davis - Seize the Time*, write down the details of the pieces that you think best describe the aesthetic, sound, and words of freedom. Use the examples below to inspire you.

A. Aesthetic of Freedom: What does freedom look like?

Choose an object from the exhibition that shows the *Aesthetic of Freedom*. Then, write down the details of the object and answer the questions below.

Title	Medium
Artist	Year

Object Description	
Why did you choose this object?	
How does this object show the <i>Aesthetic of Freedom</i> ?	



Stephen Shames (American, born 1947) 1972 - Oakland, California, USA: Boy wears a tee shirt with a portrait of Angela Davis at Free Angela rally in DeFremery Park in West Oakland, 1972, printed 2020 Gelatin silver print © 2020, Stephen Shames / Polaris Images

B. Sound of Freedom: What does freedom sound like?

Choose an object from the exhibition that displays the *Sound of Freedom*. Then, write down the details of the object and answer the questions below.

Title	Medium
Artist	Year

Object Description	
Why did you choose this object?	
How does this object show the <i>Sound of Freedom</i> ?	



Wadsworth Jarrell (American, born 1929), *Revolutionary*, May 20, 1972, Color screenprint on paper, Lisbet Tellefsen Archive © Wadsworth Jarrell

C. *Words of Freedom*: How does language communicate freedom?

Choose an object from the exhibition that displays the *Words of Freedom*. Then, write down the details of the object and answer the questions below.

Title	Medium
Artist	Year

Object Description	
Why did you choose this object?	
How does this object show the <i>Words of Freedom</i> ?	



You Can Jail a Revolutionary, c. 1971, Poster, Lisbet Tellefsen Archive

Part Two: Dreams of Freedom

Once you have completed your journey through the *Seize the Time* exhibition, answer the following questions:

- 1) What does freedom mean to you?
- 2) What are your dreams of freedom?
- 3) Which parts of *Angela Davis - Seize the Time* tie into your dreams of freedom? Which object did you enjoy the most and why?
- 4) How can you share your dreams of freedom with your community? Are there other people in your class or community who have similar dreams of freedom? If so, how can you connect with them?

ANGELA DAVIS SEIZE THE TIME

“Seize the Time” With Your Dreams of Freedom

Essential Questions: How does the artwork and life of Angela Davis teach us about freedom? How can you “seize the time” to speak out about issues that matter to you and your community?

Objectives & Purpose: Students will have the opportunity to synthesize their knowledge of Angela Davis and the artwork of *Angela Davis: Seize the Time* in a creative project of their choice.

Primary Sources: Selected Works from the Exhibition



Herb Bruce, *Free Angela*, 1971, Poster, Lisbet Tellefsen Archive

Standards: 6.1.12.CivicsDP.13.a, 6.1.12.EconEM.13.a, 6.1.12.HistoryCC.13.c, 6.1.12.CivicsDP.14.a, 6.1.12.HistoryCA.14.b, 6.1.12.HistoryCA.14.c, 6.3.12.HistoryCA.1

Student Assignment:

Using all you have learned about Angela Davis and the exhibition *Angela Davis - Seize the Time*, you will create a project to share your experience.

Your creative project must include the following four elements:

1. A description of Angela Davis' life and significance.
2. A description of your personal experience of the *Seize the Time* exhibition.
3. A description of the materials on view in the *Seize the Time* exhibition.
4. A description of your dreams of freedom for yourself and your community.

Step 1:

Choose one of the following mediums for your project:

- A speech (1-2 pages)
- A work of visual art (i.e. painting, collage, sculpture)
- A spoken word piece, song, and/or rap
- A TikTok or YouTube video

Step 2:

Create an outline of your project that includes the following:

- a. At least 1 paragraph description of why you chose the medium for your project and the steps you will take in order to complete your project.
- b. A visual map of your project.

Step 3:

Create your project! Make sure to incorporate the four elements listed above.

Step 4:

Present your project to your teacher and/or class.

Teacher Tip!

Review the four elements as a class, then have students work on their outline.

Teachers: Use the following rubric to guide and grade students' creative project.

Seize the Time With Your Dreams of Freedom Assessment

Point Values	Outstanding (10 Points)	Good (8 Points)	Fair (5 Points)	Poor (3 Points)
Assessment Completion	Student has included all requirements for Steps 1 through 4.	Student is missing 1 requirement from Steps 1 through 4.	Student is missing 2 or 3 requirements for Steps 1 through 4.	Student is missing more than 3 requirements for Steps 1 through 4.
Grammar & Overall Presentation	Less than 2 grammatical errors in assessment. Presentation of assessment is neat and organized.	At least 5 grammatical errors in assessment. Presentation is mostly neat and organized.	At least 8 grammatical errors in assessment. Presentation is a little neat and a little organized.	10 or more grammatical errors in assessment. Presentation is not neat and is not organized.
Comprehension of "Angela Davis - Seize the Time"	Student demonstrates a clear understanding of the four elements in their creative project.	Student demonstrates a mostly clear understanding of the four elements in their creative project.	Student demonstrates a somewhat clear understanding of the four elements in their creative project.	Student does not demonstrate a clear understanding of the four elements in their creative project.

Total Points: _____

ANGELA DAVIS SEIZE THE TIME

“From the Civil Rights Movement to Black Lives Matter”

Objective & Purpose: Students will be able to compare and contrast the tradition of African American movements in the mid-twentieth century to modern day protest movements. Students will use the artwork from *Angela Davis - Seize the Time* to examine the role of art in protest movements.

Essential Questions: How did the past history of African Americans in the U.S. (i.e. enslavement and Jim Crow) impact the life of Angela Davis in the mid-20th Century? How does Davis’ past experience in the Civil Rights and Black Power movements impact how we understand the current movement of Black Lives Matter? What role does art play in past and present movements for social justice and civil rights?

Primary Sources: Selected Works from the Exhibition

Secondary Source: Angela Davis Chronology

Teacher Tip!

Create an outline as a class using the questions below, then have students write the essay on their own.

Assignment:

Write an essay that compares and contrasts Black protests movements in the mid-twentieth century to the Black protest movements in the modern twenty-first century. Use the Angela Davis Chronology and Selected Works from the Exhibition to guide your essay.

Visit go.rutgers.edu/angelaguide to access the sources and selected works from the exhibition referenced here.



National United Committee to Free Angela Davis and All Political Prisoners, *Greeting Card* (with reproduction of Charles White's *Love Letter* 1, 1971), 1971, Bifold card, Lisbet Tellefsen Archive



(FX5) PALO ALTO, Calif., Dec. 8--SEALE AT RALLY FOR ANGELA--Black Panther chairman Bobby Seale, lower left, urges supporters of Angela Davis to go into black, Chicano and other "oppressed communities" to drum up support for her. Seale was one of more than 150 supporters of Miss Davis who showed up outside the courthouse in Palo Alto, Calif., where Judge Richard E. Arnason and attorneys were holding an in-chambers conference. Arnason announced that the trial for Miss Davis will begin on Jan. 31 in San Jose, Calif. (AP Wirephoto)(mw41550stf-rwk) 1971

AP Wirephoto, Bobby Seale At Rally For Angela, December 8, 1971, Gelatin silver print, Lisbet Tellefsen Archive

ANGELA DAVIS

SEIZE THE TIME

"Black Women's Lives Matter"

Objective & Purpose: Students will analyze the changing role of women in society from the mid-twentieth century to the present. Students will use Angela Davis' activism as a public figure to compare and contrast the significance of feminism and how it has developed over time. Students will use the artwork featuring or inspired by Davis to understand the role of the arts in illustrating women's rights movements and feminism.

Essential Questions: What does it mean to be a feminist in the 21st Century? What is intersectional feminism? What has feminism meant for Angela Davis throughout her life? How has the role of women changed in our society from the mid-twentieth century to the present? How effectively does artwork convey the significance of women's rights? What is the role of the arts in bringing awareness to women's issues?

Primary Sources: Selected Works from the Exhibition

Secondary Source: Angela Davis Chronology

Teacher Tip!

Read the National Women's Hall of Fame online biography of Angela Davis as a class. Then, discuss the why and how the organization celebrates women.

Assignment:

Write an essay that examines feminism and the changing role of women in our society, by using the life and legacy of Angela Davis as a central example. Use the Angela Davis Chronology and Selected Works from the Exhibition to guide your essay.

Visit go.rutgers.edu/angelaguide to access the sources and selected works from the exhibition referenced here.

Standards: 6.1.12.HistoryCC.13.d, 6.1.12.HistorySE.13.a, 6.1.12.HistoryCA.14.b, 6.2.12.HistoryCC.5.g



Faith Ringgold (American, born 1930), *Women Free Angela*, 1971, Lithograph, Lisbet Tellefsen Archive © 2020 Faith Ringgold / Artists Rights Society (ARS), New York, Courtesy ACA Galleries, New York

FREE OUR BLACK SISTERS



ERICKA HUGGINS

"WHAT WE STRUGGLE FOR, EACH ONE OF US, IS THE PEOPLE'S FUTURE. WHAT I AM, I AM BECAUSE THE HURT IN THE SOULS OF THE PEOPLE GOT TRANSFERRED TO MINE; WHAT I WILL CONTINUE TO BE LIES WITH THEM, WITH THE PARTY. I HAVE NO OTHER LIFE. THERE IS NO TURNING BACK."



ANGELA DAVIS

"THERE IS ABSOLUTELY NOTHING WHICH COULD DETER ME FROM CONTINUING TO FIGHT WITH ALL MY ENERGIES FOR THE FREEDOM OF MY PEOPLE. THERE IS NO NEED FOR ME TO CRY BECAUSE I HAVE BEEN CAPTURED BUT THERE IS ALL THE REASON TO BE STRONG AND KEEP FIGHTING!"

"FREE ALL POLITICAL PRISONERS"

SOLEDAD BROS. DEFENSE COMMITTEE
(415) 863-6055



129 FILLMORE ST.
SAN FRANCISCO, CALIF. 94117

ANGELA DAVIS SEIZE THE TIME

If They Come in the Morning
By Angela Davis
(New American Library, 1971)

Lectures on Liberation
By Angela Davis
(N.Y. Committee to Free Angela Davis, 1971)

Angela Davis: An Autobiography
By Angela Davis
(Random House, 1974)

Women, Race, & Class
By Angela Davis
(Random House, 1981)

Violence Against Women & the Ongoing Challenge to Racism
By Angela Davis
(Kitchen Table, 1985)

The Black Family: The Ties That Bind
By Angela Davis & Fania Davis
(CPUSA, 1987)

Women, Culture, & Politics
By Angela Davis
(Random House, 1989)

Blues Legacies & Black Feminism
By Angela Davis
(Pantheon Books, 1998)

The Angela Davis Reader
Edited by Joy James
(Blackwell, 1998)

Are Prisons Obsolete?
By Angela Davis
(Seven Stories Press, 2003)

Beyond the Frame: Women of Color & Visual Representations
Edited by Angela Davis & Neferti X.M. Tadiar
(Palgrave Macmillan, 2005)

Abolition Democracy: Beyond Empire, Prisons, & Torture
By Angela Davis
(Seven Stories Press 2005)

The Meaning of Freedom
By Angela Davis
(City Lights Books, 2012)

Freedom is a Constant Struggle
By Angela Davis; Edited by Frank Barat
(Haymarket Books, 2016)

Visit go.rutgers.edu/angelaguide to access the sources and selected works from the exhibition referenced here.



Resources

Books

Angela Davis: Seize the Time
(Hirmer, 2020)

The Morning Breaks: The Trial of Angela Davis
By Bettina Aptheker
(Cornell University Press, 1999)

Autobiography as Activism: Three Black Women of the Sixties
By Margo V. Perkins
(University Press of Mississippi, 2000)

*Free Angela Davis, And All Political Prisoners!:
A Transnational Campaign for Liberation*
Edited by Dayo F. Gore & Bettina Apetheker
(Alexander Street Press, 2014)

Online Biographies

[Blackpast.org, “Angela Davis”](https://blackpast.org/angela-davis/)

[History.com, “Angela Davis”](https://www.history.com/topics/angela-davis)

[WomenoftheHall.org, “Angela Davis”](https://www.womenofthehall.org/entry/angela-davis/)

[Zinnedproject.org, “This Day in History: Jan. 26, 1944: Angela Davis Born”](https://zinnedproject.org/this-day-in-history/1944-jan-26-angela-davis-born/)

Video Resources

Documentaries

Black Power Mixtape, 1967-1975 (IFC Films, 2011)

Free Angela & All Political Prisoners (Lionsgate, 2013)

Online Interviews, Speeches, & Public Presentations

CSPAN

**(Note: CSPAN houses 12 free online videos of Angela Davis that span from 1991 to 2021. The two highlighted below are of Angela Davis speaking of her early life, body of work, and political activism.)*

- “In Depth with Angela Davis,” 2004
- “Angela Davis Oral History Interview,” 2009

Democracy Now!

- “Angela Davis on Running from the FBI, Lessons from Prison & How Aretha Franklin Got Her Free,” 2018

Emory University, YouTube Channel

- “Angela Davis on Women, Privilege & Prisons” Parts I & II, 2009

Harvard University, Radcliffe Institute for Advanced Study

- “Radical Commitments: The Life and Legacy of Angela Davis,” 2019 (several videos available)

The HistoryMakers

- “Video Oral History with Angela Davis,” 2016

Smithsonian, YouTube Channel

**(Note: Be sure to explore the online Smithsonian Learning Lab. The link is in the description box!)*

- “How Did Angela Davis Inspire a Movement? #BecauseOfHerStory,” 2020

University of California Television, YouTube Channel

- “Angela Davis: How Does Change Happen?,” 2008

ANGELA DAVIS SEIZE THE TIME

NEW JERSEY LEARNING STANDARDS

New Jersey Learning Standards for Angela Davis: Seize the Time

Grade 12 Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Era 13: Postwar United States: Civil Rights & Social Change (1945 to early 1970s)

6.1.12.CivicsDP.13.a Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.EconEM.13.a Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs, etc.).

6.1.12.HistoryCC.13.c

Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistoryCC.13.d

Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.HistorySE.13.a

Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

Era 14: Contemporary United States: Domestic Policies (1970 - Today)

6.1.12.CivicsDP.14.a

Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.HistoryCA.14.b

Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

6.1.12.HistoryCA.14.c

Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Era 16: Contemporary United States: Interconnected Global Society (1970 – Today)

6.1.12.CivicsPD.16.a

Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.HistoryCC.16.b

Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era 5: The 20th Century Since 1945: Challenges for the Modern World

6.2.12.HistoryCC.5.g

Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.12.HistoryCA.1

Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

The Zimmerli offers its sincere thanks to Dr. Alexandria Russell, 2019-2021 Scarlet & Black Postdoctoral Fellow at Rutgers, for writing this guide, and to the Spring 2021 Design Practicum students at Rutgers' Mason Gross School of the Arts, led by Associate Professor of Art & Design Atif Akin, who designed it.

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Visit go.rutgers.edu/seizeyourtime to continue learning about and take action on issues related to the exhibition, including reading suggestions, videos, and organizations to support with your time.



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