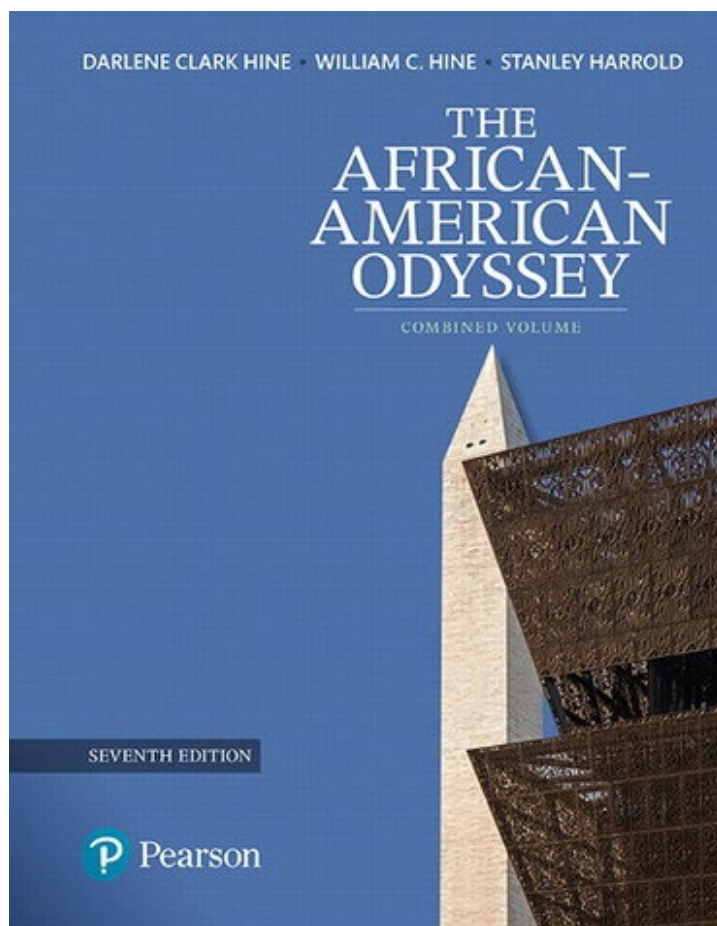


A Correlation of
African American Odyssey
7th Edition, ©2020



to the

Texas Ethnic Studies
African American Studies 2020 Standards

**A Correlation of African American Odyssey Seventh Edition ©2020
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Introduction

This document demonstrates how African American Odyssey Seventh Edition ©2020 meets the Texas Ethnic Studies: African American Studies 2020 Standards. Correlation page references are to the Student Edition and Teacher Edition.

More than any other text, *The African-American Odyssey* illuminates the central place of African Americans in U.S. history – not only telling the story of what it has meant to be black in America, but also how African-American history is inseparably weaved into the greater context of American history and vice versa.

Told through a clear, direct, and flowing narrative by leading scholars in the field, *The African-American Odyssey* draws on recent research to present black history within broad social, cultural, and political frameworks. From Africa to the Twenty-First Century, this book follows their long, turbulent journey, including the rich culture that African Americans have nurtured throughout their history and the many-faceted quest for freedom in which African Americans have sought to counter oppression and racism. This text also recognizes the diversity within the African-American sphere – providing coverage of all class and of women and balancing the lives of ordinary men and women with the accounts and actions of black leaders and individuals.

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Texas Ethnic Studies African American Studies 2020	African American Odyssey 7th Edition, ©2020
(1-6) History	
(1) History. The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:	
(A) identify the major eras, civilizations, and contributions of African history that are foundational to humanity and predate American slavery;	SE/TE: 1.3 Ancient Civilizations and Old Arguments, 7-10 1.4 West Africa, 10-17 1.5 Kongo and Angola, 20 1.6 West African Society and Culture, 20-24 Review Questions, 26
(B) describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans such as educational systems, social and political developments, family structures, global trade, and exchange; and	SE/TE: 1.6 West African Society and Culture, 20-24 Review Questions, 26
(C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade.	SE/TE: 2.2 The Slave Trade in Africa and the Origins of the Atlantic Slave Trade, 30-33 2.3 Growth of the Atlantic Slave Trade, 33-35 2.4 The African-American Ordeal from Capture to Destination, 35-47 Review Questions, 52
(2) History. The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:	
(A) analyze the African diaspora, including the role of Africans and Europeans;	For supporting content, please see: SE/TE: 2.1 The European Age of Exploration and Colonization, 29-30 2.2 The Slave Trade in Africa and the Origins of the Atlantic Slave Trade, 30-33 2.3 Growth of the Atlantic Slave Trade, 33-35 2.4 The African-American Ordeal from Capture to Destination, 35-47 Review Questions, 52

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<p>(B) compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans;</p>	<p>For supporting content, please see: SE/TE: 3.1 The Peoples of North America, 57-61 3.5 Miscegenation and Creolization, 70-71 3.7 Slavery in the Northern Colonies, 76-77 3.8 Slavery in Spanish Florida and French Louisiana, 77-78 3.9 African Americans in New Spain’s Northern Borderlands, 78-79</p>
<p>(C) describe and explain the impact of the Middle Passage on African American culture; and</p>	<p>SE/TE: 2.6 Seasoning, 48-49 2.7 The End of the Journey: Masters and Slaves in the Americas, 49-50 Review Questions, #5, 52</p>
<p>(D) explain the causes for the growth and development of slavery, primarily in the Southern colonies.</p>	<p>SE/TE: 3.2.1 Race and the Origins of Black Slavery, 62-63 3.2.3 Bacon’s Rebellion and American Slavery, 64 3.3 Plantation Slavery, 1700-1750, 64-69 3.7 Slavery in the Northern Colonies, 76-77 3.8 Slavery in Spanish Florida and French Louisiana, 77-78 Review Questions, #3, 85</p>
<p>(3) History. The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:</p>	
<p>(A) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain;</p>	<p>SE/TE: 5.2 Forces for Slavery, 122-126 5.6 The Missouri Compromise, 137-138 Review Questions, #1, #3, 140 6.1 The Expansion of Slavery, 147-150</p>

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<p>(B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act;</p>	<p>SE/TE: 5.2.1 The U.S. Constitution, 122-124 Profile: James Forten, 132 Review Questions, #3, 140 Voices: African Americans Respond to the Fugitive Slave Law, 251</p>
<p>(C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century;</p>	<p>SE/TE: 5.6 The Missouri Compromise, 137-138 10.1.4 California and the Compromise of 1850, 249 Map 10-1, 250 10.2.10 The Kansas-Nebraska Act, 259-260 10.4 John Brown and the Raid on Harpers Ferry, 265-267 10.5 The Election of Abraham Lincoln, 267-269</p>
<p>(D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans;</p>	<p>SE/TE: 5.1.3 Antislavery Societies in the North and the Upper South, 119-120 5.4.2 Slave Uprisings, 133-135 Review Questions, #5, 140 8.1 Antislavery Begins in America, 203-206 8.2 The Path toward a More Radical Antislavery Movement, 206-209 8.3 Colonization, 209-211 8.4 Black Abolitionist Women, 212-215 8.5 David Walker and Nat Turner, 215-218 Review Questions, 220</p>

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<p>(E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad; and</p>	<p>SE/TE: 8.5 David Walker and Nat Turner, 215-218 9.2 The Antislavery Movement, 226-230 9.3 Black Community Support, 230-232 9.5 A More Aggressive Abolitionism, 234-238 9.6 Black Militancy, 238-241 Review Questions, 242-243 10.4 John Brown and the Raid on Harpers Ferry, 265-267</p>
<p>(F) analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution.</p>	<p>SE/TE: 5.1.1 Northern Emancipation, 115-118 5.1.2 The Northwest Ordinance of 1787, 118-119 5.2.1 The U.S. Constitution, 122-123 9.1.2 Texas and the War against Mexico, 225-226 9.2 The Antislavery Movement, 226-230</p>
<p>(4) History. The student understands African American life from the Civil War through World War I. The student is expected to:</p>	
<p>(A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War;</p>	<p>SE/TE: 11.4.1 The First South Carolina Volunteers, 289-291 11.4.2 The Louisiana Native Guards, 291 11.4.5 Black Soldiers Confront Discrimination, 293 11.4.6 Black Men in Combat, 294 11.5.6 Black Men Fighting for the South, 305-306 Voices: Lewis Douglass Describes the Fighting at Battery Wagner, 296 11.4.11 The Abuse and Murder of Black Troops, 297 11.4.14 Liberators, Spies, and Guides, 299-301 11.5.6 Black Men Fighting for the South, 305-306 Review Questions, #3, #6, #7, 310</p>

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<p>(B) describe and analyze the successes and failures of Reconstruction;</p>	<p>SE/TE: 12.1 The End of Slavery, 314-316 12.2.3 The Freedmen’s Bureau, 317-319 12.2.5 Sharecropping, 320 12.3 Education, 324-326 12.5.1 Black Codes, 330 12.5.7 The Fourteenth Amendment, 334-335 12.5.8 Radical Reconstruction, 335 Review Questions, #4, #5, #6, #8, #9, 339 13.4 The Fifteenth Amendment, 354-358</p>
<p>(C) compare the opportunities and challenges faced by African Americans from post Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters;</p>	<p>SE/TE: Profile: Ida Wells Barnett, 385-386 14.4.9 The Exodusters, 387-389 15.2 Education and Schools: The Issues, 403-407 16.1 Booker T. Washington’s Approach, 440-443 16.2 W.E.B. Du Bois, 443-450 Review Questions, 477 17.2.2 “Up You Mighty Race”: Marcus Garvey and the UNIA, 488-491 Voices: Marcus Garvey Appeals for a New African Nation, 491 Review Questions, #2, #3, #4, 509</p>
<p>(D) explain the circumstances surrounding increased violence and extremism such as the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917);</p>	<p>SE/TE: 12.4 Violence, 328-329 13.3 The Ku Klux Klan, 351-354 13.5 The End of Reconstruction, 358-360 Review Questions, #6, 363 14.4.1 Washington County, Texas, 382-383 14.4.2 The Phoenix Riot, 383 14.4.3 The Wilmington Riot, 383 14.4.4 The New Orleans Riot, 383-384 14.4.5 Lynching, 384-385 Review Questions, #3, 398 16.6 Race Riots, 461-467 Review Questions, #5, 477</p>

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<p>(E) explain the impact of the convict leasing system on African Americans such as the Sugar Land 95;</p>	<p>SE/TE: 14.5.2 The Convict Lease System: Slavery by Another Name, 395-396</p>
<p>(F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries;</p>	<p>For supporting content, please see: SE/TE: 14.3.1 Jim Crow, 379 Review Questions, #6, 434 21.2.2 <i>Brown</i> and the Coming Revolution, 627</p>
<p>(G) describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896);</p>	<p>SE/TE: 14.3.3 <i>Plessy v. Ferguson</i>, 380-381 Voices: Majority and Dissenting Opinions on <i>Plessy v. Ferguson</i>, 381 Review Questions, #2, 398</p>
<p>(H) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century such as the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions;</p>	<p>SE/TE: 16.4 The Black Elite, 454-457 16.7 The Great Migration, 467-475 Review Questions, #6, #7, 477 17.2.1 The NAACP, 486-487 17.3 Labor, 494-497 Review Questions, #5, 509</p>
<p>(I) examine the experiences of African American soldiers during and after World War I; and</p>	<p>SE/TE: 16.5 Black Men and the Military in World War I, 458-461 Review Questions, #4, 477</p>
<p>(J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers.</p>	<p>SE/TE: 15.4.2 The Buffalo Soldiers in Combat, 414-415 15.4.5 African Americans in the Navy, 416 15.4.9 Black Officers, 418-419 Voices: Black Men in Battle in Cuba, 419-420 Review Questions, #5, 434</p>

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<p>(5) History. The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:</p>	
<p>(A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions;</p>	<p>SE/TE: 18.1 The Cataclysm, 1929-1933, 518-522 18.2 Black Protest during the Great Depression, 522-527 18.3 African Americans and the New Deal Era, 527-531 18.4 The Rise of Black Social Scientists, 531-536 Review Questions, #2, #3, #4, 545</p>
<p>(B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954);</p>	<p>SE/TE: 18.2.4 Black Texans Fight for Educational and Voting Rights, 525-526 21.2 The Road to <i>Brown</i>, 623-628 21.3 Challenges to <i>Brown</i>, 628-630 Review Questions, #2, 659</p>
<p>(C) describe the continued struggle for civil rights in America during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student NonViolent Coordinating Committee (SNCC), and local leaders;</p>	<p>SE/TE: 17.3 Labor, 494-497 19.8 African Americans in Sports, 573-574 Review Questions, #6, 579 21.4.2 Rosa Parks, 632 21.4.4 Martin Luther King, Jr., 632-634 21.5 No Easy Road to Freedom: The 1960s, 637-638 21.6.2 The Student Nonviolent Coordinating Committee, 640 21.8.1 The March on Washington, 647-648 Review Questions, 659</p>

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<p>(D) describe the interactions of the people of the diaspora relative to the struggle for civil rights;</p>	<p>For supporting content, please see: SE/TE: 16.1.3 Opposition to Washington, 443 16.2.1 The Du Bois Critique of Washington, 444-445 16.2.8 Washington versus the NAACP, 449 18.2.1 The NAACP and Civil Rights Struggles, 523 19.7.2 James Baldwin Challenges Wright, 572-573</p>
<p>(E) describe the impact of racism during World War II;</p>	<p>SE/TE: 20.1.2 A. Philip Randolph and the March on Washington Movement, 587-588 20.2.1 Institutional Racism in the American Military, 589-590 20.2.2 The Costs of Military Discrimination, 590-592 20.4.3 Anatomy of a Race Riot: Detroit, 1943, 601-602 20.5.5 Desegregating the Armed Forces, 610-611 Review Questions, #3, #4, #6, 613-614</p>
<p>(F) explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion;</p>	<p>SE/TE: 20.2.1 Institutional Racism in the American Military, 589-590 Profile: Steven Robinson and the Montford Point Marines, 591 Profile: William H. Hastie, 593 20.2.5 Black Women in the Struggle to Desegregate the Military, 594 Profile: Mabel K. Staupers, 595 Voices: A Tuskegee Airman Remembers, 598 20.3.2 The Transformation of Black Soldiers, 599 Review Questions, #1, #2, 613</p>

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<p>(G) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement such as Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall;</p>	<p>SE/TE: 18.2.3 Legal Battles against Discrimination in Education and Voting, 524-525 Profile: Mary McLeod Bethune, 532 Voices: A. Philip Randolph Inspires a Young Black Activist, 539 20.1.2 A. Philip Randolph and the March on Washington Movement, 587-588 20.5.5 Desegregating the Armed Forces, 610-611 Review Questions, #4, 613</p>
<p>(H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations; and</p>	<p>SE/TE: Voices: Letter of the Montgomery Women's Political Council to Mayor W.A. Gayle, 631 21.4.3 Montgomery Improvement Association, 632 21.4.5 Walking for Freedom, 635 21.4.7 Victory, 635 21.6.1 Sit-Ins: Greensboro, Nashville, Atlanta, 639-640 21.6.3 Freedom Rides, 640-641 21.8.1 The March on Washington, 647-648 21.8.3 Mississippi Freedom Summer, 651-652 21.8.5 Selma and the Voting Rights Act of 1965, 653-654 Review Questions, 659</p>
<p>(I) evaluate the extent to which the Civil Rights Movement transformed American politics and society.</p>	<p>SE/TE: 21.4.3 Montgomery Improvement Association, 632 21.7.2 The Kennedy Administration and the Civil Rights Movement, 643-644 21.7.3 Voter Registration Projects, 644 21.8.2 The Civil Rights Act of 1964, 648-651 21.8.5 Selma and the Voting Rights Act of 1965, 653-654 Review Questions, #2, #3, 659</p>

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<p>(6) History. The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:</p>	
<p>(A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality;</p>	<p>SE/TE: 22.1.6 Prisoners’ Rights, 671-672 23.6.1 Policing the Black Community, 719-720 23.6.2 Black Men and Police Brutality: Where Is the Justice?, 720 Voices: “Homosexuals Are Not Enemies of the People” Black Panther Party Founder, Huey P. Newton, 678 23.10 Black Lives Matter, 740-742 Review Questions, #5, 745</p>
<p>(B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama; and</p>	<p>SE/TE: 21.7.3 Voter Registration Projects, 644 Profile: Fannie Lou Hamer, 645 Review Questions, #3, #4, 659 Profile: Muhammad Ali, 681 22.6.2 Shirley Chisholm: “I Am the People’s Politician,” 694 22.6.3 Black People Gain Local Offices, 694-695 Voices: Shirley Chisholm’s Speech to the U.S. House of Representatives, 695 23.8.1 George W. Bush’s Black Cabinet, 726-727 Profile: Barack Obama, 734 2009-2012: First-Term Accomplishments of President Obama, 735 24.1.1 High-Achieving African Americans, 751-752</p>

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<p>(C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present such as the evolving role of education in the African American community.</p>	<p>SE/TE:</p> <p>22.4.5 Black Studies, 687-689</p> <p>22.6.2 Shirley Chisholm: “I Am the People’s Politician,” 694</p> <p>22.6.3 Black People Gain Local Offices, 694-695</p> <p>22.6.6 Black Appointees, 697</p> <p>23.4.1 Affirmative Action, 713-714</p> <p>23.4.2 The Backlash, 714-715</p> <p>23.6.1 Policing the Black Community, 719-720</p> <p>23.6.2 Black Men and Police Brutality: Where Is the Justice?, 720</p> <p>23.8.1 George W. Bush’s Black Cabinet, 726-727</p> <p>23.10 Black Lives Matter, 740-742</p> <p>24.1.1 High-Achieving African Americans, 751-752</p> <p>24.1.3 Black Americans in Science, Technology, Engineering, and Mathematics, 753-754</p> <p>Profile: Mark Dean, 754</p> <p>24.2.1 Deindustrialization and Black Oakland, 756-757</p> <p>24.2.3 Black Education a Half-Century after <i>Brown</i>, 758</p>
<p>(7) Geography. The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:</p>	
<p>(A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history;</p>	<p>SE/TE:</p> <p>2.2 The Slave Trade in Africa and the Origins of the Atlantic Slave Trade, 30-32</p> <p>2.4.1 The Crossing, 36-37</p> <p>9.5.1 The <i>Amistad</i> and the <i>Creole</i>, 235</p> <p>9.5.2 The Underground Railroad, 235-237</p> <p>9.5.4 Canada West, 237-238</p> <p>16.7.1 Why Migrate?, 467-469</p> <p>16.7.3 Migration from the Caribbean, 470-471</p> <p>Voices: A Migrant to the North Writes Home, 471</p> <p>Review Questions, #6, 477</p> <p>Connecting the Past: Migration, 512-513</p>

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<p>(B) identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South;</p>	<p>SE/TE:</p> <p>2.1 The European Age of Exploration and Colonization, 29-30</p> <p>2.2 The Slave Trade in Africa and the Origins of the Atlantic Slave Trade, 30-32</p> <p>2.3 Growth of the Atlantic Slave Trade, 33-35</p> <p>Review Questions, #1, 52</p> <p>3.2.1 Race and the Origins of Black Slavery, 62-63</p> <p>3.3 Plantation Slavery, 64-69</p> <p>5.2.2 Cotton, 124</p> <p>6.3.1 Urban and Industrial Slavery, 156-158</p>
<p>(C) explain the westward movement and the Great Migration and summarize their impact on African Americans; and</p>	<p>SE/TE:</p> <p>5.2.2 Cotton, 124</p> <p>5.2.3 The Louisiana Purchase and African Americans in the Lower Mississippi Valley, 124-125</p> <p>6.2.4 Cotton, 153-154</p> <p>10.1.1 Free Labor versus Slave Labor, 247</p> <p>10.1.3 African Americans and the Gold Rush, 248-249</p> <p>16.7.2 Destinations, 469-470</p> <p>16.7.3 Migration from the Caribbean, 470-471</p> <p>Voices: A Migrant to the North Writes Home, 471</p> <p>Review Questions, #6, 477</p> <p>Connecting the Past: Migration, 512-513</p>

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<p>(D) analyze how environmental changes impacted African American communities such as land use, settlement patterns, and urban development.</p>	<p>SE/TE: 12.2.1 Special Field Order #15, 316-317 12.2.2 The Port Royal Experiment, 317 12.2.3 The Freedmen's Bureau, 317-319 12.2.4 Southern Homestead Act, 319 12.2.5 Sharecropping, 320 14.4.9 The Exodusters, 387-389 14.4.11 Black Farm Families, 389-390 14.4.13 Sharecroppers, 391-392 14.4.14 Black Landowners, 392-393 16.7.4 Northern Communities, 471-475 Review Questions, #6, 477</p>
<p>(8) Economics. The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:</p>	
<p>(A) analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world;</p>	<p>SE/TE: 2.3 Growth of the Atlantic Slave Trade, 33-34 5.2.2 Cotton, 124 6.1 The Expansion of Slavery, 147-148 6.2.4 Cotton, 153-154 6.2.5 Cotton and Technology, 154-155 6.3.1 Urban and Industrial Slavery, 156-158</p>
<p>(B) explain how sharecropping and redlining limited economic opportunities for African Americans;</p>	<p>SE/TE: 12.2.5 Sharecropping, 320 14.4.13 Sharecroppers, 391-392 Voices: A Black Sharecropper Details Abuse in the Administration of Agricultural Relief, 529 20.4.4 The G.I. Bill of Rights and Black Veterans, 602-603</p>
<p>(C) explain how economic conditions and racism contributed to the Great Migration;</p>	<p>SE/TE: 16.7.1 Why Migrate?, 467-469 16.7.2 Destinations, 469-470 Review Questions, #6, 477 Connecting the Past: Migration, 512-513 20.4.1 Black Workers: From Farm to Factory, 600-601</p>

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<p>(D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today;</p>	<p>SE/TE: 15.5.3 African Americans and Labor, 423-424 17.3 Labor, 494-497 18.6 Organized Labor and Black America, 538</p>
<p>(E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans such as skin color, wealth, and educational background;</p>	<p>SE/TE: 7.4.2 Poverty, 184 7.4.3 The Northern Black Elite, 185 7.4.5 Professionals, 186-188 Voices: The Constitution of the Pittsburgh African Education Society, 191 15.5.1 African Americans and the World’s Columbian Exposition, 421-422 15.5.2 Obstacles and Opportunities for Employment among African Americans, 422-423 15.5.3 African Americans and Labor, 423-424 15.5.4 Black Professionals, 424-427 Review Questions, #3, 434 24.1.1 High-Achieving African Americans, 751-752 24.1.2 African Americans’ Quest for Economic Security, 752-753 24.2.1 Deindustrialization and Black Oakland, 756-757</p>
<p>(F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues;</p>	<p>For supporting content, please see: SE/TE: 13.2.3 Economic Issues, 348 24.1.2 African Americans’ Quest for Economic Security, 752-753</p>

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<p>(G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today; and</p>	<p>SE/TE: Profile: William Ellison, 161 7.4.3 The Northern Black Elite, 185 Profile: Stephen Smith and William Whipper, Partners in Business and Reform, 187 13.2.5 Business and Industry, 348-349 15.5.2 Obstacles and Opportunities for Employment among African Americans, 422-423 16.1.2 The Tuskegee Machine, 442-443 16.4.4 African-American Inventors, 455-456 18.1.2 Black Businesses in the Depression: Collapse and Survival, 520-521 24.1.1 High-Achieving African Americans, 751-752 Profile: Mark Dean, 754</p>
<p>(H) examine the contributions of African American and Black American Business entrepreneurship such as Black Wall Street, black inventors, and the black experience in business and the economic contributions of individuals such as Madame C. J. Walker and Maggie L. Walker.</p>	<p>SE/TE: 7.4.3 The Northern Black Elite, 185 7.4.4 Inventors, 185-186 15.5.2 Obstacles and Opportunities for Employment among African Americans, 422-423 Profile: Maggie Lena Walker, 425 16.4.4 African-American Inventors, 455-456 Profile: George Washington Carver and Ernest Everett Just, 457</p>

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(9-10) Government	
(9) Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:	
(A) compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights;	<p>For supporting content, please see:</p> <p>SE/TE:</p> <p>4.2.1 The Impact of the Enlightenment, 95</p> <p>4.2.2 African Americans in the Revolutionary Debate, 95-96</p> <p>Voices: Boston’s Slaves Link Their Freedom to American Liberty, 97</p> <p>Voices: Phillis Wheatley on Liberty and Natural Rights, 99</p> <p>4.4.1 Black Loyalists, 101-102</p> <p>4.4.2 Black Patriots, 102-104</p> <p>Review Questions, #1, #2, #3, 110</p> <p>5.2.1 The U.S. Constitution, 122-124</p>
(B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877;	<p>SE/TE:</p> <p>12.5.1 Black Codes, 330</p> <p>12.5.10 Black Politics, 335-336</p> <p>Review Questions, #5, #7, #8, 339</p> <p>13.1.2 Black Political Leaders, 344-345</p> <p>13.2.6 Black Politicians: An Evaluation, 349</p> <p>13.4.2 The North and Reconstruction, 355-356</p> <p>Voices: Black Leaders Support the Passage of a Civil Rights Act, 357</p>
(C) analyze the construction, interpretation, and implementation of the 13th, 14th, and 15 th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920;	<p>SE/TE:</p> <p>12.5 Presidential Reconstruction under Andrew Johnson, 329-330</p> <p>12.5.7 The Fourteenth Amendment, 334-335</p> <p>13.4 The Fifteenth Amendment, 354-358</p> <p>Connecting the Past: Voting and Politics, 366-367</p> <p>14.2.1 Evading the Fifteenth Amendment, 376-377</p> <p>14.3.3 <i>Plessy v. Ferguson</i>, 380</p> <p>Voices: Majority and Dissenting Opinions on <i>Plessy v. Ferguson</i>, 381</p> <p>Review Questions, #1, 398</p>

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<p>(D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s;</p>	<p>SE/TE: 18.2.3 Legal Battles against Discrimination in Education and Voting, 524-525 18.2.4 Black Texans Fight for Educational and Voting Rights, 525-526 18.3.1 Roosevelt and the First New Deal, 1933-1935, 528-530 Voices: A Black Sharecropper Details Abuse in the Administration of Agricultural Relief, 529 20.1.3 Executive Order 8802, 588-589 20.5.5 Desegregating the Armed Forces, 610-611 21.2.2 Brown and the Coming Revolution, 626-628 21.5.2 Civil Rights Act of 1957, 637</p>
<p>(E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition; and</p>	<p>SE/TE: 21.7.3 Voter Registration Projects, 644 21.8.2 The Civil Rights Act of 1964, 648-651 21.8.5 Selma and the Voting Rights Act of 1965, 653-654 Review Questions, #2, 659 23.4.1 Affirmative Action, 713-714 23.4.2 The Backlash, 714-715 24.2.2 Racial Incarceration, 757-758 24.2.4 The Black Health Gap, 759-760</p>
<p>(F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present.</p>	<p>SE/TE: 22.6.2 Shirley Chisholm: “I Am the People’s Politician,” 694 22.6.3 Black People Gain Local Offices, 694-695 22.6.6 Black Appointees, 697 Review Questions, #6, 700 23.1.2 The Present Status of Black Politics, 708-709 23.5 Black Political Activism at the End of the Twentieth Century, 717-718</p>

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<p>(10) Government. The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:</p>	
<p>(A) analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights such as the Freedom Riders and the Memphis Sanitation Workers Strike;</p>	<p>SE/TE: 21.6.1 Sit-Ins: Greensboro, Nashville, Atlanta, 639-640 21.6.3 Freedom Rides, 640-641 21.8.1 The March on Washington, 647-648 21.8.3 Mississippi Freedom Summer, 651-652 Review Questions, #4, #5, 659 22.3.6 The Assassination of Dr. Martin Luther King, Jr., 680 23.6.2 Black Men and Police Brutality: Where Is the Justice?, 720 23.10 Black Lives Matter, 740-742</p>
<p>(B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights; and</p>	<p>SE/TE: 4.2.1 The Impact of the Enlightenment, 95 Connecting the Past: Voting and Politics, 366-367 15.5.2 Obstacles and Opportunities for Employment among African Americans, 422-423 20.4.1 Black Workers: From Farm to Factory, 600-601 20.4.2 The FEPC during the War, 601 21.8.5 Selma and the Voting Rights Act of 1965, 653-654 Review Questions, #3, 659 23.4.1 Affirmative Action, 713-714</p>
<p>(C) identify the contributions of African American leaders at local, state, and national levels of government.</p>	<p>SE/TE: 13.1.2 Black Political Leaders, 344-346 13.2.1 Education and Social Welfare, 346-347 13.2.2 Civil Rights, 347-348 13.2.3 Economic Issues, 348 Review Questions, #1, #2, 363 22.6.1 The Gary Convention and the Black Political Agenda, 693-694 22.6.3 Black People Gain Local Offices, 694-695 Review Questions, #6, 700 2009-2012: First-Term Accomplishments of President Obama, 735</p>

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<p>(11) Citizenship. The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:</p>	
<p>(A) trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery;</p>	<p>SE/TE: 2.3 Growth of the Atlantic Slave Trade, 33-34 3.2.2 The Legal Recognition of Chattel Slavery, 63-64 11.2.3 Lincoln’s Initial Position, 282 11.2.4 Lincoln Moves toward Emancipation, 282-283 12.5.1 Black Codes, 330 12.5.5 The Freedmen’s Bureau Bill and the Civil Rights Bill, 332 12.5.7 The Fourteenth Amendment, 334-335 Voices: Majority and Dissenting Opinions on <i>Plessy v. Ferguson</i>, 381 13.2.2 Civil Rights, 347-348 21.5.2 Civil Rights Act of 1957, 637 21.8.2 The Civil Rights Act of 1964, 648-651 21.8.5 Selma and the Voting Rights Act of 1965, 653-654</p>
<p>(B) analyze how regional differences influenced political perspectives of African American communities;</p>	<p>For supporting content, please see: SE/TE: 7.1 Demographics of Freedom, 174-176 7.4 Black Communities in the Urban North, 183-185 7.6.1 Free African Americans in the Deep South, 196-197 7.6.2 Free African Americans in the Far West, 197 17.4.3 White People and the Harlem Renaissance, 501-503 19.1 Black Culture in a Midwestern City, 552-553</p>
<p>(C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black;</p>	<p>For supporting content, please see: SE/TE: 24.8 Complicating Black Identity in the Twenty-First Century, 773-774</p>

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<p>(D) analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism; and</p>	<p>SE/TE: Voices: The Black Panther Party Platform, 671 Voices: “Homosexuals Are Not Enemies of the People” Black Panther Party Founder, Huey P. Newton, 678 23.5 Black Political Activism at the End of the Twentieth Century, 717-718 23.10 Black Lives Matter, 740-742</p>
<p>(E) identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants.</p>	<p>SE/TE: 1.6 West African Society and Culture, 20-24 3.5 Miscegenation and Creolization, 70-71 3.6 The Origins of African-American Culture, 71-73 16.7.3 Migration from the Caribbean, 470-471 24.8.1 Immigration and African Americans, 774-775</p>
<p>(12-15) Culture.</p>	
<p>(12) Culture. The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:</p>	
<p>(A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans;</p>	<p>SE/TE: 4.3.1 Phillis Wheatley and Poetry, 98 4.3.2 Benjamin Banneker and Science, 98-100 Review Questions, #4, 110 15.4.5 African Americans in the Navy, 416 19.4.4 Radio and Race, 559-560 19.4.6 A Black Filmmaker: Oscar Micheaux, 561 23.8.1 George W. Bush’s Black Cabinet, 726-727</p>

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<p>(B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; and</p>	<p>SE/TE: 17.4.4 Harlem and the Jazz Age, 503-504 17.4.5 Song, Dance, and Stage, 504-506 Review Questions, #6, #7, 509 19.1 Black Culture in a Midwestern City, 552-553 19.3 Black Music Culture: From Swing to Bebop, 554-556 Profile: Charlie Parker, 555 Profile: Duke Ellington, 558 Voices: Margaret Walker on Black Culture, 564 22.4.1 Poetry and Theater, 684 22.4.2 Music, 684-687 Profile: Lorraine Hansberry, 685 24.3 African Americans at the Center of Art and Culture, 760-763 Profile: Michael Jackson, 762 24.4.2 Rap Music Goes Mainstream, 764 24.5 African-American Intellectuals, 765-767 Review Questions, #3, 781</p>
<p>(C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences.</p>	<p>SE/TE: 3.6.1 The Great Awakening, 73-74 3.6.2 Language, Music, and Folk Literature, 74 Review Questions, #2, 85 Voices: W.E.B. Du Bois on Being Black in America, 444 16.2.2 <i>The Souls of Black Folk</i>, 445-446 24.3 African Americans at the Center of Art and Culture, 760-763 Connecting the Past: The Significance of Black Culture, 784-785</p>

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<p>(13) Culture. The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:</p>	
<p>(A) identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture;</p>	<p>SE/TE: 3.6.2 Language, Music, and Folk Literature, 74 Voices: Poem by Jupiter Hammon, 75 3.6.3 The African-American Impact on Colonial Culture, 75 Review Questions, #2, 85 4.3.1 Phillis Wheatley and Poetry, 98 Voices: Phillis Wheatley on Liberty and Natural Rights, 99 7.4.6 Artists and Musicians, 188 7.4.7 Authors, 188-189 9.3.3 Black Newspapers, 231-232 10.2.9 <i>Uncle Tom’s Cabin</i>, 258-259</p>
<p>(B) describe the influence of enslavement on African American culture;</p>	<p>SE/TE: 2.6 Seasoning, 48-49 Review Questions, #5, 52 3.4 Slave Life in Early America, 69-70 3.6.1 The Great Awakening, 73-74 3.6.2 Language, Music, and Folk Literature, 74 Review Questions, #2, #5, 85 6.7.1 Religion, 167-168</p>
<p>(C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley;</p>	<p>SE/TE: 3.6.2 Language, Music, and Folk Literature, 74 Voices: Poem by Jupiter Hammon, 75 4.3.1 Phillis Wheatley and Poetry, 98 Voices: Phillis Wheatley on Liberty and Natural Rights, 99 7.4.7 Authors, 188-189</p>

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<p>(D) explain the origins and characteristics of different musical genres and traditions of African Americans; and</p>	<p>SE/TE: 3.6 The Origins of African-American Culture, 71-73 3.6.2 Language, Music, and Folk Literature, 74 3.6.3 The African-American Impact on Colonial Culture, 75 7.4.6 Artists and Musicians, 188 15.5.5 Music, 427-430</p>
<p>(E) describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers.</p>	<p>SE/TE: 3.6.2 Language, Music, and Folk Literature, 74 7.4.6 Artists and Musicians, 188 15.5.5 Music, 427-430</p>
<p>(14) Culture. The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:</p>	
<p>(A) describe the development and influence of blues, ragtime, jazz, and hip hop music such as the achievements of composers Scott Joplin and James Reese Europe;</p>	<p>SE/TE: 15.5.5 Music, 427-430 Review Questions, #7, 434 17.4.4 Harlem and the Jazz Age, 503-504 Profile: Bessie Smith, 505 Review Questions, #7, 509 Profile: Duke Ellington, 558 19.5 The Black Chicago Renaissance, 562-565 19.5.1 Gospel in Chicago: Thomas A. Dorsey, 566 Profile: Billie Holiday and "Strange Fruit", 569 Profile: Michael Jackson, 762 24.4 The Hip-Hop Nation, 763-765 Connecting the Past: The Significance of Black Culture, 784-785</p>
<p>(B) describe how various African American expressions of dance forms such as tap dance, step dance, hip hop, and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland have contributed to the shared identity of various groups;</p>	<p>SE/TE: 17.4.4 Harlem and the Jazz Age, 503-504 19.4.7 Black Hollywood: Race and Gender, 561-562 19.5.2 Chicago in Dance and Song: Katherine Dunham and Billie Holiday, 568-570</p>

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<p>(C) explain the lasting impact of the Harlem Renaissance on American culture and society such as the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee;</p>	<p>SE/TE: 17.4.2 Writers and Artists, 498-501 17.4.3 White People and the Harlem Renaissance, 501-503 17.4.4 Harlem and the Jazz Age, 503-504 17.4.5 Song, Dance, and Stage, 504-506 Review Questions, #6, #7, 509 18.4.5 The WPA and Black America, 535-536 19.2 The Black Culture Industry and American Racism, 553-554 Profile: Duke Ellington, 558 Profile: Langston Hughes, 567 19.6 Black Visual Art, 570-571</p>
<p>(D) describe the reactions to and the influence of selected works by African American authors such as <i>The Souls of Black Folk</i> by W.E.B. Du Bois, <i>Native Son</i> by Richard Wright, <i>Their Eyes Were Watching God</i> by Zora Neale Hurston, <i>Beloved</i> by Toni Morrison, and <i>Eyes on the Prize</i> by Henry Hampton;</p>	<p>SE/TE: 16.2.2 <i>The Souls of Black Folk</i>, 445-446 17.4.2 Writers and Artists, 498-501 17.4.3 White People and the Harlem Renaissance, 501-503 Profile: Langston Hughes, 567 19.7.1 Richard Wright's <i>Native Son</i>, 571-572 19.7.3 Ralph Ellison and <i>Invisible Man</i>, 573 24.3 African Americans at the Center of Art and Culture, 760-763</p>
<p>(E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey;</p>	<p>SE/TE: 19.4.6 A Black Filmmaker: Oscar Micheaux, 561 19.5 The Black Chicago Renaissance, 562-565 19.7.2 James Baldwin Challenges Wright, 572-573 22.4.1 Poetry and Theater, 684 Profile: Lorraine Hansberry, 685 24.3 African Americans at the Center of Art and Culture, 760-763 Profile: Michael Jackson, 762 Connecting the Past: The Significance of Black Culture, 784-785</p>

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<p>(F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance; and</p>	<p>SE/TE: 15.5.5 Music, 427-430 Review Questions, #7, 434 17.4.2 Writers and Artists, 498-501 17.4.3 White People and the Harlem Renaissance, 501-503 17.4.4 Harlem and the Jazz Age, 503-504 17.4.5 Song, Dance, and Stage, 504-506 Review Questions, #7, 509 19.1 Black Culture in a Midwestern City, 552-553 19.3 Black Music Culture: From Swing to Bebop, 554-556 19.5.1 Gospel in Chicago: Thomas A. Dorsey, 566 19.5.2 Chicago in Dance and Song: Katherine Dunham and Billie Holiday, 568-570 19.6 Black Visual Art, 570-571 Review Questions, #2, #5, 579 22.4.1 Poetry and Theater, 684 22.4.2 Music, 684-687 24.4 The Hip-Hop Nation, 763-765 Review Questions, #3, 781</p>
<p>(G) analyze the impact of popular culture on African Americans during significant eras.</p>	<p>SE/TE: 17.4.3 White People and the Harlem Renaissance, 501-503 17.4.4 Harlem and the Jazz Age, 503-504 17.4.5 Song, Dance, and Stage, 504-506 Review Questions, #6, #7, 509 19.4 Popular Culture for the Masses: Comic Strips, Radio, and Movies, 557-562 24.4 The Hip-Hop Nation, 763-765 Review Questions, #3, 781</p>

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<p>(15) Culture. The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of Brown v. Board of Education (1954). The student is expected to:</p>	
<p>(A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws;</p>	<p>For supporting content, please see: SE/TE: 5.3.2 The First Black Schools, 129-130 7.5.2 Schools, 191-192 1828-1834: Early Black Literary Societies, 195 Voices: A Black Woman Speaks Out on the Right to Education, 214 12.3.2 Black Colleges, 326 12.3.3 Response of White Southerners, 326</p>
<p>(B) analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9); and</p>	<p>SE/TE: 7.5.2 Schools, 191-192 Voices: The Constitution of the Pittsburgh African Education Society, 191 12.2.3 The Freedmen's Bureau, 317-319 12.3 Education, 324-326 Profile: Charlotte E. Ray, 327 15.2.2 The Hampton Model, 405 15.2.3 Booker T. Washington and the Tuskegee Model, 405-407 Review Questions, #1, #2, #3, 434 16.1.1 Washington's Influence, 441-442</p>
<p>(C) describe contemporary issues in education for African American students such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities.</p>	<p>For supporting content, please see: SE/TE: 24.2 The Persistence of Black Poverty, 755-756 24.2.3 Black Education a Half-Century after Brown, 758</p>

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<p>(16) Science, technology, and society. The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:</p>	
<p>(A) identify examples of how advances made by African civilizations in areas such as astronomy, mathematics, architecture, and engineering have contributed to science and technology in the United States;</p>	<p>For supporting content, please see: SE/TE: 1.3.2 Nubia, Kush, Meroë, and Axum, 9-10 1.6.7 Technology, 23-24 4.3.2 Benjamin Banneker and Science, 98-100 16.4.4 African-American Inventors, 455-456</p>
<p>(B) identify examples of how industrialization was influenced by African Americans over time; and</p>	<p>SE/TE: 2.3 Growth of the Atlantic Slave Trade, 33-34 6.2.5 Cotton and Technology, 154-155 6.3.1 Urban and Industrial Slavery, 156-158 Review Questions, #3, 170</p>
<p>(C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson.</p>	<p>SE/TE: 4.3.2 Benjamin Banneker and Science, 98-100 12.3.1 Black Teachers, 325 16.4.4 African-American Inventors, 455-456 Profile: George Washington Carver and Ernest Everett Just, 457 24.1.3 Black Americans in Science, Technology, Engineering, and Mathematics, 753-755</p>

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(17-20) Social studies skills.	
(17) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	
(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;	This objective is addressed throughout. See, for example: SE/TE: Voices: Jourdan Anderson’s Letter to His Former Master, 319-320 Map 14-1, 388 Voices: W.E.B. Du Bois on Being Black in America, 444 Voices: Shirley Chisholm’s Speech to the U.S. House of Representatives, 695 Map 23-2, 737 Map 24-1, 757
(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;	SE/TE: Predict, xliii Summarize, xlv Identify Main Ideas and Details, xlv Analyze the Text’s Structure, xlv
(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;	SE/TE: Identify Evidence, xlv 3 Gather Evidence, xlvii 2 Acquire Information, xlviii
(D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and	SE/TE: Distinguish Between Facts and Opinions and Recognize Bias, xlv Evaluate Credibility, xlv
(E) identify bias and support with historical evidence a point of view on a social studies issue or event.	SE/TE: Distinguish Between Facts and Opinions and Recognize Bias, xlv Identify Evidence, xlv

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(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and	SE/TE: Writing for Social Studies, xlvi-xlviii
(B) use social studies terminology correctly.	For supporting content, please see: SE/TE: Writing for Social Studies, xlvi-xlviii
(19) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	
(A) create a visual representation of historical information such as thematic maps, graphs, and charts; and	For supporting content, please see: SE/TE: Writing for Social Studies, xlvi-xlviii
(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	SE/TE: Map 1-2, 8 Map 4-1, 91 Map 5-2, 136 Map 8-1, 205 Map 12-1, 321 Map 13-2, 361 Map 16-2, 470 Map 21-1, 654 Map 23-1, 732 Map 24-1, 757
(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	For supporting content, please see: SE/TE: Writing for Social Studies, xlvi-xlviii

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