



THE SIXTH FLOOR MUSEUM  
AT DEALEY PLAZA

## Texas Essential Knowledge and Skills Connections

The following is a list of TEKS that align with The Sixth Floor Museum at Dealey Plaza's education programs. There may be others. We encourage teachers to think creatively about classroom connections.

### 5<sup>th</sup> Grade

#### Programs at TSFM that align with 5<sup>th</sup> Grade TEKS:

Audio Guided Tour; Question and Answer Session; Student Gallery Guides; Discover the Museum: Civil Rights; Discover the Museum: CSI; History Detectives: 1960's Time Capsules; Living History; Distance Learning: Q & A; Distance Learning: Living History; Distance Learning: JFK and the Dallas Civil Rights Movement; Distance Learning: Conflicting Evidence; Distance Learning: Kennedy as a Writer with Guest Presenter from The Writer's Garret

TEKS	TEKS Major Concept	Description
113.7. 5.5b	The student understands the expansion of American political and economic power both domestically and abroad as a result of international decisions and conflicts from the Cold War to the present.	Identify the accomplishments of notable individuals such as Harry Truman, Colin Powell, and John F. Kennedy who have made contributions to society in the areas of military actions and politics.
113.7. 5.19a	The student understands the actions taken by the national government and people from racial, ethnic, and religious groups to explain economic opportunities and political rights in American society.	Identify the methods used by groups to expand the democratic process, such as the use of the courts, boycotts, and civil disobedience.
113.7. 5.19b	The student understands the actions taken by the national government and people from racial, ethnic, and religious groups to explain economic opportunities and political rights in	Analyze the role of individuals in national elections

	American society.	
113.7. 5.19c	The student understands the actions taken by the national government and people from racial, ethnic, and religious groups to explain economic opportunities and political rights in American society.	Identify the accomplishments of notable individuals such as Martin Luther King, Jr., César Chávez, and Rosa Parks, who have made contributions to society in the areas of civil rights, women's rights, and politics.
113.7. 5.20b	The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution.	Describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.
113.7. 5.21a	The student understands the relationship between the arts and the times during which they were created.	Identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i> , "Yankee Doodle," and "Paul Revere's Ride"
113.7. 5.21b	The student understands the relationship between the arts and the times during which they were created.	Explain how examples of art, music, and literature reflect the times during which they were created.
113.7. 5.23b	The student understands the impact of science and technology on society in the United States.	Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.
113.7. 5.24a	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas.
113.7. 5.24b	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
113.7. 5.24d	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify different points of view about an issue, topic or current event.
113.7. 5.25e	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify the historical context of an event.

## 6<sup>th</sup> Grade

### Programs at TSM that align with 6<sup>th</sup> Grade TEKS:

Audio Guided Tour; Question and Answer Session; Student Gallery Guides; Discover the Museum: CSI; History Detectives: 1960's Time Capsules; Living History; Distance Learning: Conflicting Evidence

TEKS	TEKS Major Concept	Description
113.22. 6.13 b	The student understands that the nature of citizenship varies among societies.	Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.
113.22. 6.14a	The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments.	Identify and explain the duty of civic participation in societies with representative governments
113.22. 6.20a	The student understands the influences of science and technology on contemporary societies.	Give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world
113.22.6. 20b	The student understands the influences of science and technology on contemporary societies.	Explain how resources, belief systems, economic factors, and political decisions have affected the use of technology.
113.22. 6.21a	The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.	Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures.
113.22. 6.21b	The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
113.22. 6.21d	The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.	Identify different points of view about an issue or current topic.
113.22. 6.21e	The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.	Identify the elements of frame of reference that influenced participants in an event.

## 7<sup>th</sup> Grade

### Programs at TSFM that align with 7<sup>th</sup> Grade TEKS:

Audio Guided Tour; Question and Answer Session; Student Gallery Guides; Living History; Discover the Museum: Dallas Civil Rights Movement; Discover the Museum: CSI; History Detectives: 1960's Time Capsules; Discover the Museum: Parkland Hospital; Distance Learning: Q & A; Distance Learning: Living History; Distance Learning: JFK and the Dallas Civil Rights Movement; Distance Learning: Conflicting Evidence; Distance Learning: Kennedy as a Writer with Guest Presenter from The Writer's Garret

TEKS	TEKS Major Concept	Description
113.23. 7.7c	The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries.	Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White
113.23. 7.16b	The student understands the rights and responsibilities of Texas citizens in a democratic society.	Explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.
113.23 7.17a	The student understands the importance of the expression of different points of view in a democratic society.	Identify different points of view of political parties and interest groups on important Texas issues, past and present
113.23. 7.17b	The student understands the importance of the expression of different points of view in a democratic society.	Describe the importance of free speech and press in a democratic society.
113.23 7.20c	The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.	Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries
113.23. 7.21a	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about Texas.

113.23. 7.21b	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
113.23. 7.21d	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
113.23. 7.21e	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Support a point of view on a social studies issue or event.
113.23. 7.21f	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify bias in written, oral, and visual material.
113.23. 7.21g	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author.

## 8<sup>th</sup> Grade

### Programs at TSM that align with 8<sup>th</sup> Grade TEKS:

Audio Guided Tour; Question and Answer Session; Student Gallery Guides; Living History; Discover the Museum: Dallas Civil Rights Movement; Discover the Museum: CSI; History Detectives: 1960's Time Capsules; Discover the Museum: Parkland Hospital; Distance Learning: Q & A; Distance Learning: Living History; Distance Learning: JFK and the Dallas Civil Rights Movement; Distance Learning: Conflicting Evidence; Distance Learning: Kennedy as a Writer, with Guest Presenter from The Writer's Garret

TEKS	TEKS Major Concept	Description
113.24. 8.26b	The student understands the relationship between the arts and the times during which they were created.	Identify examples of American art, music, and literature that reflect society in different eras.
113.24. 8.29a	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States.
113.24. 8.29b	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
113.24. 8.29d	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
113.24. 8.29e	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Support a point of view on a social studies issue or event.
113.24. 8.29f	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Identify bias in written, oral, and visual material.
113.24. 8.30g	The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author.

## US History

### Programs at TSFM that align with US History TEKS:

Audio Guided Tour; Question and Answer Session; Student Gallery Guides; Discover the Museum: Dallas Civil Rights Movement; Discover the Museum: CSI; History Detectives: 1960's Time Capsules; Discover the Museum: Parkland Hospital; The State of Texas vs. Lee Harvey Oswald: A 'What If' Mock Trial; Voices: An Oral History of November 22, 1963; Oral History Workshop; Distance Learning: Q & A; Distance Learning: Living History; Distance Learning: JFK and the Dallas Civil Rights Movement; Distance Learning: Conflicting Evidence; Distance Learning: Kennedy as a Writer with Guest Presenter from The Writer's Garret

TEKS	TEKS Major Concept	Description
113.32. 2a	The student understands historical points of reference in U.S. history from 1877 to the present.	Identify the major eras in US history from 1877 to and describe their defining characteristics.
113.32. 8a	The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.	Describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis
113.32. 8d	The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.	Explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
113.32. 9a	The student understands the impact of the American civil rights movement.	Trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments
113.32 9b	The student understands the impact of the American civil rights movement.	Describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements
113.32 9c	The student understands the impact of the American civil rights movement.	Identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan
113.32. 9f	The student understands the impact of the American civil rights movement.	Describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965

113.32. 9h	The student understands the impact of the American civil rights movement.	Evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process
113.32. 19b	The student understands changes over time in the role of government.	Explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11
113.32. 21b	The student understands the impact of constitutional issues on American society.	Discuss historical reasons why the constitution has been amended
113.32. 23b	The student understands efforts to expand the democratic process.	Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924
113.32. 25a	The student understands the relationship between the arts and the times during which they were created.	Describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature
113.32. 29a	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.	Use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions
113.32. 29b	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences and drawing conclusions.
113.32. 29c	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.	Understand how historians interpret the past (historiography) and how their interpretations of history may change over time
113.32. 29e	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context.
113.32. 29f	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.	Identify bias in written, oral, and visual material.
113.32. 29g	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.	Identify and support with historical evidence a point of view on a social studies issue or event.

# World History

## Programs at TSFM that align with World History TEKS:

Dallas Police vs. The World Press, November 1963; Conflicting Evidence: The First 24 Hours After the Assassination; Kennedy as a Writer; Living History; History Detectives: 1960's Time Capsules

TEKS	Major Concept	Description
113.33 1f	The student understands traditional historical points of reference in world history.	Identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.
113.33 13c	The student understands the impact of major events associated with the Cold War and independence movements.	Identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race.
113.33. 28c	The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.	Explain the effects of major new military technologies on World War I, World War II, and the Cold War.
113.33. 29a	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence.
113.33. 29b	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events.
113.33. 29c	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view.
113.33. 29d	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author.
113.33. 29e	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Identify bias in written, oral, and visual material.
113.33. 29f	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.

## U.S. Government

### Programs at TSFM that align with US Government TEKS:

Conflicting Evidence: The First 24 Hours After the Assassination; The State of Texas vs. Lee Harvey Oswald: A 'What If' Mock Trial; Discover the Museum: Dallas Civil Rights Movement; Distance Learning: JFK & The Dallas Civil Rights Movement

TEKS	TEKS Major Concept	Description
113.35. 17a	The student understands the relationship between government policies and the culture of the United States.	Evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger.
113.35. 17b	The student understands the relationship between government policies and the culture of the United States.	Explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.
113.35. 20a	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
113.35. 21d	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	Analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference.