



THE SIXTH FLOOR MUSEUM  
AT DEALEY PLAZA

## National Standards for United States History

The following is a list of National US History Standards 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.

### Era 9: Postwar United States (1945 to early 1970’s)

Standard	Grade Levels	Major Concept	Description [and Historical Thinking Standard]	Programs @ TSFM
1: The economic boom and social transformation of postwar United States.	5-12	1b: The student understands how the social changes of the postwar period affected various Americans.	Explore the influence of popular culture and analyze the role of the mass media in homogenizing American culture. [Analyze cause & effect relationships.]	Audio Guide, Q & A Session, Dallas Police vs. The World Press; Distance Learning: Conflicting Evidence;
1: The economic boom and social transformation of postwar United States.	5-12	1c: The student understands how postwar science augmented the nation’s economic strength, transformed daily life, and influenced the world economy.	Assess the significance of research and scientific breakthroughs in promoting the US space program. [Examine the influence of ideas.]	Audio Guide, Q & A Session, Student Gallery Guide, History Detectives: 1960’s Time Capsules; Kennedy as a Writer
2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	7-12	2a: The student understands the international origins and domestic consequences of the Cold War.	Analyze the change from confrontation to coexistence between the Soviet Union and the United States. [Analyze cause and effect relationships.]	Audio Guide, Q & A Session, Student Gallery Guide, History Detectives: 1960’s Time Capsules; Kennedy as a Writer;
2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	7-12	2c: The student understands the foreign and domestic consequences of US involvement in Vietnam.	Assess the Vietnam policy of the Kennedy, Johnson and Nixon administrations and the shifts of public opinion about the war. [Analyze multiple causation.]	Audio Guide, Q & A Session, History Detectives: 1960’s Time Capsules
3: Domestic policies after World War II.	9-12	3b: The student understands the “New Frontier” and the “Great Society”.	Examine the role of the media in the election of 1960. [Utilize visual and quantitative data.]	Audio Guide, Q & A Session, Dallas Police vs. The World Press; Kennedy as a Writer

3: Domestic policies after World War II.	5-12	3b: The student understands the “New Frontier” and the “Great Society”.	Evaluate the domestic policies of Kennedy’s “New Frontier”. [Hold interpretations of history as tentative.]	Audio Guide, Q & A Session, Student Gallery Guide, History Detectives: 1960’s Time Capsules; Distance Learning: Kennedy as a Writer
3: Domestic policies after World War II.	5-12	3b: The student understands the “New Frontier” and the “Great Society”.	Evaluate the legislation and programs enacted during Johnson’s presidency. [Evaluate the implementation of a decision.]	Audio Guide, Q & A Session,
4: The struggle for racial and gender equality and for the extension of civil liberties.	5-12	4a: The student understands the “Second Reconstruction” and its advancement of civil rights.	Explain the resistance to civil rights in the South between 1954 and 1965. [Identify issues and problems in the past.]	Audio Guide, Q & A Session, Student Gallery Guide, Discover the Museum: Civil Rights, Living History, Distance Learning: JFK and the Dallas Civil Rights Movement,
4: The struggle for racial and gender equality and for the extension of civil liberties.	7-12	4a: The student understands the “Second Reconstruction” and its advancement of civil rights.	Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. [Evaluate the implementation of a decision.]	Audio Guide, Q & A Session, Discover the Museum: Civil Rights, Living History, Distance Learning: JFK and the Dallas Civil Rights Movement, Distance Learning: Kennedy as a Writer
4: The struggle for racial and gender equality and for the extension of civil liberties.	9-12	4c: The student understands the Warren Court’s role in addressing civil liberties and equal rights.	Explain the Supreme Court’s reasoning in establishing the “one man, one vote” principle. [Interrogate historical data.]	Audio Guide, Q & A Session, Discover the Museum: Civil Rights, Living History, Distance Learning: JFK and the Dallas Civil Rights Movement