

NATIONAL STANDARDS FOR UNITED STATES HISTORY

The following is a list of National U.S. 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.

Standard	Grade	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.]	Living History, Ask an Expert, Audio Guided Tour
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 U.S. space program. [Examine the influence of ideas.]	History Detectives: 1960s Time Capsules, Living History, Ask an Expert, Audio Guided Tour
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.]	History Detectives: 1960s Time Capsules, Living History, Ask an Expert, Audio Guided Tour
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 U.S. 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.]	History Detectives: 1960s Time Capsules, Living History, Ask an Expert, Audio Guided Tour
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.]	A Hero at Sea: PT-109 and the 1960 Presidential Election, Living History, Ask an Expert, Audio Guided Tour
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.]	History Detectives: 1960s Time Capsules, Living History, Ask an Expert, Audio Guided Tour

Standard	Grade	Major Concept	Description [and Historical Thinking Standard]	Programs @ TSFM
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.]	Conflicting Evidence, Resistance in Dallas: Civil Rights and The Kennedy Legacy, Living History, CSI 1963, Ask an Expert, Audio Guided Tour
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.]	Resistance in Dallas: Civil Rights and the Kennedy Legacy, Living History, Ask an Expert, Audio Guided Tour
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.]	Resistance in Dallas: Civil Rights and the Kennedy Legacy, Living History, Ask an Expert, Audio Guided Tour
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.]	Resistance in Dallas: Civil Rights and the Kennedy Legacy, Living History, Ask an Expert, Audio Guided Tour

Teachers: A link to our education brochure can be found [here](#), along with other resources to use in the classroom.