



HOUSTON MUSEUM
of NATURAL SCIENCE

Texas Essential Knowledge and Skills

*JOHN P. MCGOVERN HALL
OF THE AMERICAS*

UPDATED OCTOBER 2024

Thank you for choosing the Houston Museum of Natural Science for your class field trip. We are delighted to have the opportunity to enrich your students' learning experience. To simplify planning your trip, we have provided the Texas Essential Knowledge and Skills (TEKS) for the John P. McGovern Hall of the Americas by grade level. This resource is designed to help you align your trip with your curriculum, ensuring your visit is educational and enjoyable.

We look forward to welcoming you and your students for an unforgettable journey through the wonders of discovery.

For help with high school TEKS, please email curriculum@hmns.org.

Kindergarten

History 3.A

The student is expected to use spatial terms, including over, under, near, far, left, and right, to describe relative location.

Large maps are prominently displayed throughout the hall in each cultural section. Encourage students to practice their map skills by locating various features on the map and using the terms over, under, near, far, left, and right to describe relative locations.

Geography 4.B

The student is expected to identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.

The exhibit showcases how climate and materials influenced construction, traditional clothing like Inuit fur-lined garments and Amazonian feathered headdresses, farming practices like Inca terraced farming, tools, musical instruments, and artifacts providing insight into daily life and cultural practices. Narratives and multimedia presentations explore how geographic features shaped various cultures' belief systems traditions, and lives.

Economics 5.A

The student is expected to identify basic human needs of food, clothing, and shelter.

The exhibit showcases artifacts from agriculture, hunting, and food preparation. Students can learn about traditional dietary practices, such as the fishing techniques of coastal tribes. Additionally, traditional garments and textiles from various

indigenous cultures are on display, allowing students to understand the materials and techniques used in clothing production and their functional and cultural significance. The exhibit also features models and photographs of various buildings, offering insights into the construction methods of different cultures.

Social studies skills 13.B

The student is expected to identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

The exhibit brings to life the lives and cultures of various Indigenous people from the Americas. It offers a real-life experience with artifacts, dioramas, multimedia presentations, and more. After the exhibit, invite students to share the historical sources and artifacts they encountered and how this helped them learn about the past.

Southeast section: learn about the Cherokee, Sequoyah and his syllabic writing system.

Plains section: the buffalo hide on display relates a story in pictographs.

Maya section, walk-in Bonampak room. The painted scenes tell a story. The imagery includes Maya writing and references to numbers (typically calendar dates).

Southwest section: Halo Rockshelter display starts with a quote from a shaman. “They are all here. My ancestors, they are all here.” The images painted on the rockshelter wall helped a contemporary Huichol shaman to recount a centuries-old story. This is not a writing system per se, but more a memory aid to recount a story.

Social studies skills 13.C

The student is expected to gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.

Students will encounter a variety of historical sources in this exhibit, including interviews with Indigenous peoples and experts, music, maps, pictures, and artifacts. Invite students to share what they are learning as they move through the exhibit. In the Welcome video, students can watch a powerful oral story about Peter Irniq, an Inuk politician in Canada.

Social Studies Skills 14.D

The student is expected to create and interpret visuals, including pictures and maps.

Encourage students to observe the maps, graphics, and text featured throughout the exhibit. Invite them to interpret the information presented and share what they have

learned with the group when appropriate. Students can apply what they have learned about compelling visuals in creating their own visuals in the classroom.

1st Grade

Geography 3.B

The student is expected to locate places using the four cardinal directions.

Large maps are prominently displayed throughout the hall in each cultural section. Encourage students to practice their map skills by locating various features on the map and verbalizing each location using the four cardinal directions.

Geography 5.B

Students are expected to identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.

Students will encounter various historical sources that highlight how geographic location influences the human characteristics of place, such as shelter, clothing, food, and activities. In the various cultural sections, encourage students to look for sources that represent specialized housing, clothing, and tools used in food preparation, as well as narratives and multimedia presentations exploring how geographic features shaped various cultures' belief systems traditions, and lives.

Citizenship 12.B

Students are expected to identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.

Through well-crafted narratives, the hall tells the stories of many historical figures, including the American Indian Code Talkers, civil rights advocates, and more. This storytelling approach helps students understand the context of these individuals' actions and their impact on society. The biography scree bub the entrance corridor opposite of the Welcome video contains biographies of contemporary Indigenous leaders and pioneers in all kinds of fields of endeavors.

Culture 14.A

The student is expected to describe and explain the importance of beliefs, language, and traditions of families and communities.

Students will discover the customs and traditions that define Indigenous communities throughout the Americas. Through storytelling, music, art, and communal practices, they will gain an appreciation for these communities' rich cultural tapestries. Students will also learn about the negative impact of forced

assimilation and the boarding schools that were used as a tool to attempt to achieve this. (Boarding schools were institutions that aimed to assimilate Indigenous children into Western culture, often at significant cost to their cultural identities.)

Culture 14.B

The student is expected to explain the way folktales and legends reflect beliefs, language, and traditions of communities.

Through various historical sources, students will gain insight into how folktales and legends reflect communities' beliefs, language, and traditions. They will gain insights into these communities' daily lives, spiritual practices, and values reflected in their folktales and legends through engaging interviews, texts, graphics, and observing artifacts relating to these aspects, including clothing and art.

Science, technology, and society 15.A

The student is expected to describe how science and technology have affected communication, transportation, and recreation.

Displays and artifacts illustrate how early civilizations used symbols, carvings, and oral traditions to convey messages and how these evolved into more advanced forms. The hall also showcases transportation changes, such as the impact of horses on American Indian culture. Students will learn about the Maya ballgame, which utilized a rubber ball, a unique and futuristic technology for the time.

Social studies skills 16.B

The student is expected to identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

The video in the Maya section, referring to the Maya site of Uxul, shows how archaeology helps us reconstruct once-thriving communities. This movie shows structures as they were once lived in, with features—such as painted exterior walls and thatch roofs—that have been attested in the archaeological record of that very same site.

Social studies skills 16.C

The student is expected to gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.

Students will encounter a variety of historical sources in this exhibit, including interviews with Indigenous peoples and experts, music, maps, pictures, and artifacts. Invite students to share what they are learning as they move through the exhibit.

Social studies skills 17.A

The student is expected to use a simple timeline to distinguish among past, present, and future.

The exhibit's timeline touchscreen provides a chronological lineup of events, with one event causing others to follow. This showcases cause and effect and allows students to distinguish between the past, present, and future.

2nd Grade

Geography 3.A

The student is expected to identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend.

Large maps are prominently displayed throughout the hall in each cultural section. Encourage students to practice their map skills by locating various features on the map and verbalizing each location using the four cardinal directions. Invite them to find and utilize other map elements such as title and legend.

Culture 12.A

Students are expected to identify the significance of various ethnic and/or cultural celebrations.

The exhibit addresses the importance of coming-of-age celebrations in the Amazon section of the exhibit.

Science, technology, and society 13.A

The student is expected to describe how science and technology have affected communication, transportation, and recreation.

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In the Inca section, one can see some of the rare metal weaponry used by the Inca and their predecessors.

Social studies skills 15.B

The student is expected to identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

The exhibit brings to life the lives and cultures of various Indigenous people from the Americas. It offers a real-life experience with artifacts, dioramas, multimedia presentations, and more. After the exhibit, invite students to share the historical sources and artifacts they encountered and how this helped them learn about the past.

Social studies skills 15.C

The student is expected to gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts.

The exhibit features various indigenous cultures, using artifacts, dioramas, music, pictures, and interviews that showcase traditional clothing, tools, and art from which students can gather information on various topics.

Social studies skills 16.B

The student is expected to apply vocabulary related to chronology, including past, present, and future.

Students can use the exhibit timeline to speak about various subjects using vocabulary related to chronology, including past, present, and future.

Social studies skills 16.C

The student is expected to create and interpret timelines for events in the past and present.

The exhibit's timeline touchscreen provides a chronological lineup of events, with one event causing others to follow. This showcases cause and effect and allows students to distinguish between the past, present, and future.

3rd Grade

History 1.A

The student is expected to describe how individuals, events, and ideas have changed communities, past and present.

The Hall of the Americas bridges the past and present, allowing students to see how individual actions, significant events, and powerful ideas have shaped and continue to shape communities. By interacting with the installations on Code Talkers and the biographies section, which addresses Indigenous leaders fighting for recognition, voting rights, and representation—a fight that continues—students can develop a deeper appreciation for the complexities of history and the enduring importance of

civic engagement. See the Weclome and Biography videos for first-person stories. Also, see the story of Peter Irniq and the biography screen.

In the Amazon section, a text panel opposite the diorama tells the story of two Amazonian leaders, Paiakan and Raoni.**History 2.A**

The student is expected to identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being.

The displays on the Maya, Aztec, and Inca civilizations emphasize the need for security and laws and how these societies built structured cities with intricate legal systems. Displays featuring religious and cultural narratives allow the exploration of artifacts used in religious ceremonies, helping them understand how religion unified people through shared beliefs and practices. Other displays highlight trade routes and economies, illustrating how communities formed around essential resources and exchanged goods crucial for prosperity. Sections featuring farming techniques show how agricultural innovations led to the development of thriving communities.

Geography 3.B

The student is expected to describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards.

By watching Aaju Peter's story regarding the harvesting of seals in the Arctic, students understand how different environments shape people's lives. Students will understand there are unique and shared aspects of human experience shaped in part by location.

Culture 10.B

The student is expected to compare ethnic and/or cultural celebrations in the local community with other communities.

In the Amazon section, students can compare the Amazonian coming-of-age traditions with local traditions like the Quinceañera.

Social studies skills 15.B

The student is expected to create and interpret timelines.

The exhibit's timeline touchscreen provides a chronological lineup of events, with one event causing others to follow. Another visual timeline is located in the corridor between the Inuksuk and the doorway into the Egypt section. It shows the map of the United States and how the settlers took Indigenous lands as they moved from the East Coast westward.

4th Grade

History 1.A

The student is expected to explain the possible origins of American Indian groups in Texas.

Invite students to look at the map of the migration routes taken by the ancestors of Paleoindians and read the text. Students can also explore the timeline touch screen at the entrance to the exhibit, next to the Welcome video. It contains multiple site entries for Texas, dating back to three early sites in Texas.

History 1.B

The student is expected to identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano.

Students can examine the artifacts, graphic information, and other historical sources provided on various groups to explore and compare the diverse ways of life of American Indian groups in Texas before European exploration.

History 1.C

The student is expected to describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern.

Students can view artifacts, dioramas, graphics, texts, and maps to gain insights into these regions' unique lifestyles, traditions, and environments.

History 1.D

The student is expected to locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.

Students can compare the maps of the Southwest with the locations of Pueblo communities in the Southeast and the story of Trails of Tears with locations in Oklahoma. Then, they can ask the question: Why are there only three Indigenous Nations left in Texas?

Please note that we have been asked by our Indigenous Advisors to update the textpanel on the Trail of Tears in the Southeast section. When this is done, I will share. It will elaborate and expand the story to other parts of the US, recognizing that this well known story for the SE actually happened all over the place.

History 2.C

The student is expected to explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals.

Students can explore the Southwest section, focusing on the 1680 Pueblo Revolt, including the relocation of the Ysleta del Sur from New Mexico to Texas, the reasons for the revolt, and the Catholic church's role.

History 4.D

The student is expected to explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.

Students can explore the Origins corridor and the wall panel that illustrates the westward expansion and its effect on American Indian life.

Economics 9.A

The student is expected to explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.

Students can engage with various historical sources, including tools, pottery, clothing, videos, and displays, to understand agricultural practices, trade routes, and how early American Indian groups in Texas used them to meet their needs and wants. The timeline screen mentions the Bonfire shelter. It tells the story of how early Indigenous groups ran bison off a cliff and then harvested their meat. This is an early example of economic activities that predated agriculture in millennia.

5th Grade

History 4.F

The student is expected to identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.

There is a series of videos, beginning with the Welcome video at the exhibit's entrance, in which American Indians and other Indigenous peoples speak about their struggles over time, their work to contribute to their communities, and how they maintain their traditions in the modern world.

6th Grade

History 1.A

The student is expected to trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade.

The various cultural sections include maps, artifacts, and multimedia presentations that provide insights into the characteristics of contemporary societies resulting from historical events or factors such as colonization, immigration, and trade.

History 2.B

The student is expected to describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

Students can understand the influence of Indigenous peoples, explorers, colonizers, and modern figures on today's society by exploring artifacts from indigenous cultures and learning about their historical narratives and contributions through interviews with modern people representing various groups.

Geography 3.A

The student is expected to identify and explain the geographic factors responsible for patterns of population in places and regions.

Through dioramas, such as the Arctic hunters, and artifacts like the salmon packing tool, students can examine how natural resources, climate, and topography affect where and how people live.

Geography 3.B

The student is expected to explain ways in which human migration influences the character of places and regions.

Using maps, videos, artifacts, and texts located throughout the exhibit, students can learn about migration trends and the ways that colonization affected indigenous cultures, shaping the cultural, social, and economic fabrics of different regions.

Geography 4.A

The student is expected to explain the geographic factors responsible for the location of economic activities in places and regions.

The exhibit's maps, pictures, and dioramas highlight the diverse geographic landscapes, natural resources, and climatic conditions across the Americas. Using these resources, students can understand how geography shapes trade routes,

agricultural practices, and resource distribution, affecting economic prosperity and political alliances.

Geography 5.A

The student is expected to describe ways people have been impacted by physical processes such as earthquakes and climate.

Students can explore the relationship between people and their physical environments by examining historical sources throughout the exhibit. Students can identify how indigenous communities adapted to and transformed their landscapes and how climate influenced migration patterns and shaped economic and societal development in the different cultural sections.

Geography 5.B

The student is expected to identify and analyze ways people have adapted to the physical environment in various places and regions.

Students can explore and analyze how people have adapted to their physical environments, particularly in extreme regions like the Arctic and the Amazon. The hall's exhibits showcase artifacts, displays, and detailed narratives that illustrate the innovative strategies developed by indigenous communities to survive and thrive. In the Arctic, students can learn about the Inuit's use of insulating clothing to combat the harsh cold. At the same time, in the Amazon, they can examine the resourceful use of forest materials by native tribes.

Geography 5.C

The student is expected to identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.

Students can explore the Aztecs' advanced irrigation systems, which allowed them to cultivate crops on a challenging terrain. Additionally, students can discover how the Maya constructed intricate transportation networks, including causeways and roads, to connect their city-states and facilitate trade. Of particular interest are the floating gardens, known as chinampas. That concept is explained in the 3D map in the Mexica/Aztec section.

Government 9.C

The student is expected to identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.

Students can explore and identify examples of human rights abuses perpetrated by both limited and unlimited governments. For instance, the hall features detailed

accounts and personal stories from Indigenous communities who suffered in boarding schools, where children were forcibly removed from their families and subjected to cultural assimilation and abuse.

Government 10.A

The student is expected to identify and give examples of governments with rule by one, few, or many.

Students can examine artifacts from the Mexica/Aztec Empire, an ancient monarchy, to explore the concept of a single ruler. Meanwhile, exhibits on contemporary democratic societies in the Americas allow students to see how governments ruled by many operate, emphasizing citizen participation and representation.

Government 10.C

The student is expected to identify historical origins of democratic forms of government such as Ancient Greece.

Students can gain insights into early democratic principles, including collective decision-making, councils, and consensus-building.

Culture 13.A

The student is expected to identify and describe common traits that define cultures and culture regions.

Students can find examples of common traits defining various cultures and cultural regions, such as language, religion, and social customs in each cultural section of the exhibit.

Culture 13.C

The student is expected to analyze the experiences and contributions of diverse groups to multicultural societies.

This exhibit embodies the essence of a multicultural society by showcasing the experiences and contributions of diverse groups of individuals from all over the Americas using various historical sources. The Aztec/Mexica ruled over a multicultural empire. They extracted taxes and engaged in long-distance trade within – and beyond – the territories they controlled.

Culture 13.D

The student is expected to identify and explain examples of conflict and cooperation between and among cultures.

There is a text panel on Plains Indian warfare. Weapons are displayed in the Inca and Plains sections. The Inca touchscreen (Culture Connect) features a story of the annual rebuilding of a suspension bridge in the Andes. This is an example of communal investment in infrastructure going back to pre-columbian days.

Culture 14.A

The student is expected to identify institutions basic to all societies, including government, economic, educational, and religious institutions.

Students can explore the institutions that form the backbone of indigenous cultures across the Americas through insights into the governmental structures, economic systems, educational practices, and religious beliefs. By examining artifacts, displays, and detailed narratives, students can better understand how these institutions functioned and evolved, highlighting the diverse ways indigenous peoples have organized and maintained their societies.

Culture 15.A

The student is expected to identify and describe means of cultural diffusion such as trade, travel, and war.

Students can explore the processes of cultural diffusion by examining artifacts related to trade, such as ancient pottery, textiles, and tools. They can trace the exchange of goods and ideas between different societies. The Hall also showcases historical travel narratives, illustrating how exploration and migration facilitated the spread of languages, religions, and technologies. Additionally, the impact of conflict and conquest is depicted through various displays, revealing how war led to the blending and transformation of cultures.

Culture 15.B

The student is expected to identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development.

By exploring the hall, students can see firsthand how improvements in communication and transportation, such as the introduction of the horse, revolutionized societies by enabling faster travel, trade, and exchange of ideas.

Culture 15.D

The student is expected to identify the impact of cultural diffusion on individuals and world societies.

A good example of diffusion of knowledge would be the spread of corn-based agriculture from the original places of domestication into areas further north and south. The rapid spread of horses after the arrival of the Europeans is another

example of how the sudden arrival on the scene of these animals had profound repercussions on societies (especially in the Plains)

Culture 16.B

The student is expected to describe ways in which contemporary issues influence creative expressions.

This hall fosters a deeper understanding of the dynamic interplay between cultural heritage and present-day challenges, encouraging students to appreciate the evolving nature of creative expressions across time and space.

Culture 16.C

The student is expected to identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.

One notable artifact is the buffalo hide calendar count, an intricate American Indian artistry that chronicles significant events and seasons, reflecting the community's deep connection with time and nature. By studying this artifact, alongside other works displayed in the hall, students can gain insights into how different cultures express shared human experiences.

Social Studies Skills 19.A

The student is expected to differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.

Students can learn to effectively differentiate between valid primary and secondary sources by engaging directly with the diverse array of oral, print, and visual materials and artifacts on display. By examining primary sources such as original artifacts, firsthand accounts, and authentic visual representations, students gain a direct connection to the cultures being studied.

Social Studies Skills 19.D

The student is expected to identify different points of view about an issue or current topic.

Students can utilize the exhibit's biographical narratives to identify different points of view about an issue by examining the diverse lives and experiences of the individuals featured. Each narrative offers a unique perspective shaped by the person's cultural background, personal history, and societal influences.

Social Studies Skills 20.C

The student is expected to compare various world regions and countries using data from maps, graphs, and charts.

Students can use the detailed maps in each exhibit section to compare regions and countries by examining geographical features, cultural landmarks, and historical contexts. These maps visually represent physical terrains, population distributions, and significant historical events, enabling students to identify regional similarities and differences.

7th Grade

History 1.A

The student is expected to identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.

The hall's collection includes indigenous tools, art, and everyday items that illustrate the lives of American Indian tribes before European contact. It also provides information about the early explorers and settlers who shaped the Age of Contact and colonization.

History 2.A

The student is expected to compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.

The hall offers insights into various Indigenous groups' daily lives, traditions, and societal structures before and after colonization through its collection of artifacts and other displays. By exploring, students can better appreciate these communities' rich cultural heritage and distinct practices.

History 6.A

The student is expected to identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the Buffalo soldiers, and Quanah Parker.

Through video narratives and texts, visitors can learn about the displacement, cultural assimilation, and resistance indigenous communities face, fostering a deeper appreciation for their resilience and the enduring significance of their heritage.

Social Studies Skills 20.A

The student is expected to differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.

Students can learn to effectively differentiate between valid primary and secondary sources by engaging directly with the diverse array of oral, print, and visual materials and artifacts on display. By examining primary sources such as original artifacts, firsthand accounts, and authentic visual representations, students gain a direct connection to the history of Texas.

8th Grade

History 5.H

The student is expected to analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.

The hall offers insights into the policies and events that led to the infamous Trail of Tears. By exploring these resources, students can gain a deeper appreciation of the cultural upheaval faced by the Cherokee people, the political motivations behind their forced displacement, and the enduring impact of these historical events on American Indian communities.

Social Studies Skills 29.A

The student is expected to differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.

Students can learn to effectively differentiate between valid primary and secondary sources by engaging directly with the diverse array of oral, print, and visual materials and artifacts on display. By examining primary sources such as original artifacts, firsthand accounts, and authentic visual representations, students gain a direct connection to the history of the United States.