



HOUSTON MUSEUM  
*of* NATURAL SCIENCE

# Texas Essential Knowledge and Skills

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*JOHN P. MCGOVERN HALL  
OF THE AMERICAS*

*UPDATED JUNE 2025*

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, updated to reflect the 2024–2025 standards. 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](mailto:curriculum@hmns.org).

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## **Kindergarten**

### **Social Studies**

#### **Geography K.3.A**

Use spatial terms (over, under, near, far, left, right) to describe relative location.

*Students use large maps in each cultural section to practice describing locations using spatial terms.*

#### **Geography K.4.B**

Identify how geographic location influences shelter, clothing, food, and activities.

*Students observe how climate and resources shaped homes, clothing, and daily life for Indigenous peoples.*

#### **Economics K.5.A**

Identify basic human needs of food, clothing, and shelter.

*Students view artifacts related to agriculture, hunting, and traditional clothing and shelter.*

#### **Social Studies Skills K.13.B**

Identify different historical sources and artifacts and explain their use in studying the past.

*Students examine artifacts, dioramas, and multimedia presentations to learn about the past.*

#### **Social Studies Skills K.13.C**

Gather information about a topic using valid oral and visual sources with adult assistance.

*Students use interviews, music, pictures, and artifacts to learn about Indigenous cultures.*

## **Social Studies Skills K.14.D**

Create and interpret visuals, including pictures and maps.

*Students observe and interpret maps and graphics throughout the exhibit.*

## **1st Grade**

### **Social Studies**

#### **Geography 1.3.B**

Locate places using the four cardinal directions.

*Students use large maps to practice locating features using north, south, east, and west.*

#### **Geography 1.5.B**

Identify and describe how geographic location influences shelter, clothing, food, and activities.

*Students explore how environment shapes daily life across the Americas.*

#### **Citizenship 1.12.B**

Identify historical figures and individuals who exemplified good citizenship.

*Students learn about Indigenous leaders and historical figures through biographies and stories.*

#### **Culture 1.14.A**

Describe and explain the importance of beliefs, language, and traditions of families and communities.

*Students discover customs, music, art, and traditions of Indigenous communities.*

#### **Culture 1.14.B**

Explain the way folktales and legends reflect beliefs, language, and traditions of communities.

*Students explore how stories and artifacts reflect cultural beliefs and traditions.*

#### **Science, Technology, and Society 1.15.A**

Describe how science and technology have affected communication, transportation, and recreation.

*Students observe artifacts illustrating changes in communication and transportation.*

#### **Social Studies Skills 1.16.B**

Identify different historical sources and artifacts and explain their use in studying the past.

*Students examine how archaeology and artifacts reveal community histories.*

**Social Studies Skills 1.16.C**

Gather information about a topic using valid oral and visual sources with adult assistance.

*Students use interviews, music, pictures, and artifacts to learn about the Americas.*

**Social Studies Skills 1.17.A**

Use a simple timeline to distinguish among past, present, and future.

*Students use the exhibit's timeline to discuss historical events and sequence.*

**2nd Grade****Social Studies****Geography 2.3.A**

Identify and use information on maps and globes using basic map elements.

*Students use maps to locate regions and features, using titles, legends, and directions.*

**Culture 2.12.A**

Identify the significance of various ethnic and/or cultural celebrations.

*Students learn about important Indigenous celebrations and traditions.*

**Science, Technology, and Society 2.13.A**

Describe how science and technology have affected communication, transportation, and recreation.

*Students explore innovations such as writing, transportation, and games.*

**Social Studies Skills 2.15.B**

Identify different historical sources and artifacts and explain their use in studying the past.

*Students examine artifacts and dioramas to learn about Indigenous cultures.*

**Social Studies Skills 2.15.C**

Gather information about a topic using valid oral and visual sources.

*Students use music, pictures, maps, and artifacts to gather information.*

**Social Studies Skills 2.16.B**

Apply vocabulary related to chronology, including past, present, and future.

*Students use the timeline to discuss events using chronological vocabulary.*

**Social Studies Skills 2.16.C**

Create and interpret timelines for events in the past and present.

*Students use the exhibit's timeline to sequence historical events.*

## **3rd Grade**

### **Social Studies**

#### **History 3.1.A**

Describe how individuals, events, and ideas have changed communities, past and present.

*Students learn about leaders, events, and ideas that have shaped Indigenous and American communities.*

#### **History 3.2.A**

Identify reasons people have formed communities, including security, laws, religious freedom, and well-being.

*Students explore how communities developed around resources, security, and shared beliefs.*

#### **Geography 3.3.B**

Describe similarities and differences in the physical environment, including climate, landforms, and resources.

*Students compare how different environments shaped cultures across the Americas.*

#### **Culture 3.10.B**

Compare ethnic and/or cultural celebrations in the local community with other communities.

*Students compare Indigenous celebrations with local traditions.*

#### **Social Studies Skills 3.15.B**

Create and interpret timelines.

*Students use visual timelines to understand historical sequences and cause and effect.*

## **4th Grade**

### **Social Studies**

#### **History 4.1.A**

Explain the possible origins of American Indian groups in Texas.

*Students use maps and timelines to explore migration routes and early sites in Texas.*

#### **History 4.1.B**

Identify and compare the ways of life of American Indian groups in Texas before European exploration.

*Students examine artifacts and displays to compare lifestyles of different groups.*

**History 4.1.C**

Describe the cultural regions in which American Indians lived.

*Students use maps and displays to learn about Gulf, Plains, Puebloan, and Southeastern regions.*

**History 4.1.D**

Locate American Indian groups remaining in Texas.

*Students use maps to identify current Indigenous communities in Texas.*

**History 4.2.C**

Explain when, where, and why the Spanish established settlements and missions in Texas.

*Students explore the Southwest section to learn about Spanish influence and missions.*

**History 4.4.D**

Explain the effects on American Indian life brought about by westward expansion and loss of buffalo.

*Students examine displays on westward expansion and its impact on Indigenous peoples.*

**Economics 4.9.A**

Explain economic activities used by early American Indian groups to meet needs and wants.

*Students learn about farming, trading, and hunting practices using artifacts and displays.*

**5th Grade****Social Studies****History 5.4.F**

Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

*Students watch videos and view artifacts illustrating the experiences and contributions of Indigenous peoples.*

## **6th Grade**

### **Social Studies**

#### **History 6.1.A**

Trace characteristics of various contemporary societies in regions that resulted from historical events.

*Students use maps, artifacts, and multimedia to explore how colonization, immigration, and trade shaped societies.*

#### **History 6.2.B**

Describe the social, political, economic, and cultural contributions of individuals and groups from various societies.

*Students learn about the influence of Indigenous peoples, explorers, and modern figures through artifacts and biographies.*

#### **Geography 6.3.A**

Identify and explain the geographic factors responsible for patterns of population.

*Students examine how resources, climate, and landforms affect where people live and work.*

#### **Geography 6.3.B**

Explain ways in which human migration influences the character of places and regions.

*Students learn about migration trends and their impact on cultures through maps and displays.*

#### **Geography 6.4.A**

Explain the geographic factors responsible for the location of economic activities.

*Students use maps and dioramas to understand trade, agriculture, and resource distribution.*

#### **Geography 6.5.A**

Describe ways people have been impacted by physical processes such as earthquakes and climate.

*Students explore how Indigenous communities adapted to their environments.*

#### **Geography 6.5.B**

Identify and analyze ways people have adapted to the physical environment.

*Students learn about adaptation strategies in extreme environments, such as the Arctic and Amazon.*

**Geography 6.5.C**

Identify and analyze ways people have modified the physical environment.

*Students explore irrigation, transportation, and resource use through artifacts and models.*

**Government 6.9.C**

Identify and describe examples of human rights abuses by limited or unlimited governments.

*Students learn about boarding schools and cultural assimilation through stories and artifacts.*

**Government 6.10.A**

Identify and give examples of governments with rule by one, few, or many.

*Students explore government types using examples from Indigenous empires and democracies.*

**Government 6.10.C**

Identify historical origins of democratic forms of government.

*Students learn about early democratic principles through artifacts and narratives.*

**Culture 6.13.A**

Identify and describe common traits that define cultures and culture regions.

*Students observe language, religion, and social customs in each cultural section.*

**Culture 6.13.C**

Analyze the experiences and contributions of diverse groups to multicultural societies.

*Students explore multiculturalism through artifacts and stories.*

**Culture 6.13.D**

Identify and explain examples of conflict and cooperation between and among cultures.

*Students learn about conflict and cooperation through artifacts and stories of trade, war, and communal projects.*

**Culture 6.14.A**

Identify institutions basic to all societies, including government, economic, educational, and religious institutions.

*Students explore the foundational institutions of Indigenous cultures.*

**Culture 6.15.A**

Identify and describe means of cultural diffusion such as trade, travel, and war.

*Students examine artifacts and narratives illustrating the spread of ideas and goods.*

**Culture 6.15.B**

Identify and describe factors that influence cultural change such as improvements in communication and transportation.

*Students see how new technologies and travel changed societies.*

**Culture 6.15.D**

Identify the impact of cultural diffusion on individuals and world societies.

*Students discuss examples such as the spread of crops and animals.*

**Culture 6.16.B**

Describe ways in which contemporary issues influence creative expressions.

*Students explore how current events shape art and storytelling.*

**Culture 6.16.C**

Identify examples of art, music, and literature that convey universal themes.

*Students observe artifacts that express religion, justice, and the passage of time.*

**Social Studies Skills 6.19.A**

Differentiate between, locate, and use valid primary and secondary sources to acquire information about world cultures.

*Students use artifacts, oral histories, and visual materials to learn about cultures.*

**Social Studies Skills 6.19.D**

Identify different points of view about an issue or current topic.

*Students examine biographies and narratives for diverse perspectives.*

**Social Studies Skills 6.20.C**

Compare various world regions and countries using data from maps, graphs, and charts.

*Students use maps and data to compare regions and cultures.*

**7th Grade****Social Studies****History 7.1.A**

Identify major historical eras in Texas and United States history and describe their defining characteristics.

*Students analyze timelines and artifacts from Indigenous civilizations (e.g., Maya, Inca, Arctic cultures) to identify major eras and their defining characteristics across the Americas.*

**Geography 7.9.B**

Compare ways in which people in different regions adapt to or modify their physical environment.

*Students examine displays of Arctic and Amazonian cultures to compare how people adapt to diverse environments.*

**Geography 7.10.A**

Analyze population and settlement patterns in regions of Texas, the United States, and the Americas.

*Students use maps and migration displays to analyze settlement and movement of Indigenous peoples.*

**Government 7.15.A**

Identify the functions of governments such as establishing order, providing security, and managing conflict.

*Students learn about governance models such as the Inca quipu and Iroquois Confederacy, and how different societies maintained order.*

**Culture 7.19.B**

Analyze the importance of diversity within unity in Texas.

*Students explore how cultural synthesis and diversity are represented in Indigenous art, music, and traditions throughout the Americas.*

**Social Studies Skills 7.21.F**

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.

*Students analyze primary sources and artifacts to draw conclusions about Indigenous societies and their development.*

**Fine Arts (Art)****Foundations: Observation and Perception 7.1.A**

Perceive and analyze artworks, using the senses and art vocabulary.

*Students observe and discuss colors, patterns, and techniques in Indigenous textiles, beadwork, and pottery.*

**Historical and Cultural Relevance 7.3.B**

Compare and contrast artworks from different times and cultures.

*Students compare Indigenous art forms from different regions and time periods.*

**Critical Evaluation and Response 7.4.B**

Analyze original artworks using established critique methods.

*Students discuss and critique the purpose and meaning of artifacts and contemporary Indigenous art.*

## **8th Grade**

### **Social Studies**

#### **History 8.1.A**

Identify major eras and events in U.S. history through 1877, including the impact of Indigenous peoples.

*Students explore the roles of Indigenous peoples in major historical eras, such as the U.S. Civil War and westward expansion.*

#### **History 8.5.B**

Explain the impact of landmark Supreme Court decisions and federal policies on Indigenous communities.

*Students analyze displays on treaties, boarding schools, and policies affecting Indigenous peoples.*

#### **Government 8.15.A**

Explain the origins and development of American constitutional government, including influences from Indigenous governance models.

*Students compare the Iroquois Confederacy and other Indigenous governance systems with U.S. constitutional principles.*

#### **Social Studies Skills 8.30.D**

Participate in civil discourse about controversial issues.

*Students engage in discussions and debates about topics such as artifact repatriation and cultural preservation.*

#### **Science, Technology, and Society 8.27.A**

Analyze the impact of scientific discoveries and technological innovations on society.

*Students explore the development and significance of technologies such as Inca engineering, Maya writing, and traditional navigation.*

### **Fine Arts (Art)**

#### **Foundations: Observation and Perception 8.1.A**

Perceive and analyze artworks, using the senses and art vocabulary.

*Students analyze symbols, motifs, and craftsmanship in Indigenous art and artifacts.*

#### **Creative Expression 8.2.D**

Create artworks that communicate thoughts, feelings, or ideas using a variety of media.

*Students design Indigenous-inspired pottery, beadwork, or digital art based on museum observations.*

**Historical and Cultural Relevance 8.3.B**

Compare and contrast artworks from different times and cultures.

*Students discuss how Indigenous art reflects societal values and compare it to contemporary art forms.*

**Critical Evaluation and Response 8.4.C**

Relate the impact of art to contemporary issues, the world, and personal experience.

*Students create multimedia presentations or essays on the significance of Indigenous art and ongoing cultural issues.*