

Economy in Action Museum

School Field Trip



Federal Reserve
Bank of Dallas

Exhibit Content and Applicability

The Economy in Action exhibit covers a broad range of learning outcomes. A full list of applicable state standards for Texas, New Mexico and Louisiana is included in Appendixes A–C. Preview the exhibit [here](#).

Topics addressed include:

- Evolution of currency in the U.S.
- Central banking history in the U.S.
- The structure and role of the Federal Reserve.
- Monetary policy.
- Financial services and cash operations.
- Globalization and global trade.

Admission

The Dallas Fed prioritizes tours for students in seventh grade and up in the Eleventh Federal Reserve District. Admission is free, and group tours are available for parties of 10–30 individuals. [Self-guided visits](#) are also available to the public.

Booking and Availability

Guided tours of the **Economy in Action** are scheduled 10 a.m. and 2 p.m. on Tuesdays and Thursdays. Self-guided tours are available Monday through Friday 10 a.m. to 4 p.m. (closed bank holidays).

Cancellations

Exhibit tours are staffed by Dallas Fed employees who volunteer their time beyond their job responsibilities. Out of courtesy to our Ambassadors and other prospective visitors, we ask you to please cancel your booking as soon as possible if you cannot come. A link is provided in your booking appointment, or you can email economy-in-action@dal.frb.org.

Parking

The **Economy in Action** is inside the lobby of the Dallas Fed at [2200 N. Pearl St., Dallas, TX 75201](#). Guided groups can park on the street-level lot via the Thomas Street law enforcement booth. A map is available [here](#). Buses will be directed to park by a building adjacent to the parking lot. After parking, drivers can then join the group.

Check In

Group leaders should check in at the law enforcement window inside the sliding glass doors. Please provide your name and indicate you have a scheduled group tour. Visitors 18 and over need to have a valid government-issued photo ID ready. International guests should bring a valid passport. All weapons (including pocket knives) are prohibited. Our officers help ensure you are safe during your visit.

Meal Planning

While we are unable to provide catering services or lunch facilities during your visit, we encourage your group to pack for a picnic or enjoy food trucks across the street at [Klyde Warren Park](#).

Photo Policy

Photos are permitted inside our exhibit, and we encourage your group to use their cameras to remember their visit. You can read our visitor [Terms and Conditions](#) about group photos for marketing purposes. The Dallas Fed does not collect data on, nor use photographs of, minors.

Accessibility

The exhibit is located on street level, and no stairs are needed to access the exhibit or restrooms. Your group members' experience is our top priority. If a member of your group has an additional accommodation need, please indicate this during booking or by emailing economy-in-action@dal.frb.org.

FAQs

- **How can I help prepare my students for our visit?** Help orient your students to the Federal Reserve by sharing [a brief video](#) on the Fed or encouraging them to complete a [scavenger hunt](#) using our [mobile guide](#).
- **Why is there a size restriction on your group tours?** Our tour experiences are designed to ensure all members of a group can fully participate. As some parts of the exhibit are physically small, we intentionally limit group sizes so all members can engage with the Ambassador and one another.
- **Do you provide tours for elementary and lower-middle-school groups?** The Economy in Action was designed for groups at a secondary to adult reading level. We recommend either self-guided visits for groups with younger audiences or [grade-specific resources](#) within the Federal Reserve System.
- **Will we get to see cash operations or the vault?** Our Economy in Action exhibit includes a video of cash operations but does not include a viewing window or vault tour. Visitors to the Dallas Fed's Houston Branch are encouraged to schedule a tour of the Houston Visitor Center, which includes a cash operations viewing window.

Appendix A

Applicable Texas Essential Knowledge and Skills (TEKS)

19 TAC Chapter 113: TEKS for Social Studies

Economics (Adopted 2011)

§113.31.c.11: (11) Economics. The student understands the role of money in an economy. The student is expected to:

(A) describe the functions of money.

(B) describe the characteristics of money, including commodity money, fiat money and representative money.

§113.31.c.12: (12) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:

(A) explain the structure of the Federal Reserve System.

(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations.

(C) explain how the actions of the Federal Reserve System affect the nation's money supply.

Personal Financial Literacy and Economics (Adopted 2022)

§113.76.2 Economics. The student understands that macroeconomic issues and policies have an impact on personal finance. The student is expected to: (E) discuss the importance of full employment, price stability, and economic growth in achieving the macroeconomic goals of the United States; (G) explain the impact of monetary policies enacted by the Federal Reserve System on interest rates, inflation, and unemployment.

Social Studies, Grade 7 (Adopted 2018)

§113.19.c.12: Economics. The student understands the interdependence of the Texas economy with the United States and the world.

Social Studies, Grade 8 (Adopted 2018)

§113.19.b.7: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:

(A) describe major domestic problems faced by the leaders of the new republic, including

maintaining national security, creating a stable economic system, and setting up the court system.

(B) summarize arguments regarding protective tariffs, taxation, and the banking system.

(D) explain the causes, important events, and effects of the War of 1812.

§113.20.b.17: Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:

(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.

19 TAC Chapter 130: TEKS for Career and Technical Education

Money Matters (Adopted 2015)

§130.182.c.6.D: The student examines personal financial activities and the role of government. The student is expected to:

(D) analyze the role of the Federal Reserve System.

Banking and Finance Services (Adopted 2015)

§130.186.c.2.a: The student evaluates the role of banking in the modern economy. The student is expected to:

(A) outline the evolution of money and banking in the U.S. economy.

§130.186.c.2.b:

(B) explain the operation of the Federal Reserve Bank and its role in the economy.

Federal Law Enforcement and Protective Services (Adopted 2015)

§130.341.c.14.a: The student recognizes the importance of critical infrastructures and key assets. The student is expected to:

(A) discuss the importance of critical infrastructure and key assets within federal law enforcement and protective services such as water, power and energy, information, transportation, banking and finance, defense, postal and shipping, agricultural and food, public health, and emergency services.

Principles of Business, Marketing, and Finance (Adopted 2015)

§130.132.5. The student relates to the impact of international business on the U.S. economy. The student is expected to:

(A) explain the role of business in a global society; (C) explain the impact of imports and exports on the U.S. economy.

Global Business (Adopted 2015)

§130.140.2 The student analyzes the theories of global trade and investments. The student is expected to:

- (A) define global business.
- (B) explain the advantages of specialization.

§130.140.9 The student demonstrates the process in implementing a global operation. The student is expected to:

- (B) describe the position of the United States in global trade.
- (C) list advantages and problem areas for U.S. firms wanting to enter global business.

Appendix B

Applicable New Mexico Content Standards (NMCS)

Eighth Grade Social Studies

Inquiry 26. Communicate and Critique Conclusions

- 8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.

Civics. 1 Civic and Political Institutions.

- 8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic.

Ethnic, Cultural, and Identity Studies 21. Identity in History

- 8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history.

High School Social Studies

High School Civics

Inquiry 26. Communicate and Critique Conclusions

- 9-12.Civ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.

Inquiry 27. Take Informed Action

- 9-12.Civ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, Informed Action regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Civics 1. Civic and Political Institutions

- 9-12.Civ.13. Distinguish the powers and responsibilities of local, state, Indigenous, national, and international civic and political institutions.
- 9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government.
- 9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.

Civics 2. Processes, Rules, and Laws

- 9-12.Civ.24. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- 9-12.Civ.25. Evaluate sources to determine how people use and challenge local, state, national, and international laws to address a variety of public issues.
- 9-12.Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.

Civics 3. Civic Dispositions and Democratic Principles

- 9-12.Civ.33. Analyze civic virtues and principles, governance, and the role of the people in creating a government “of the people, by the people, and for the people” at all levels of government.

Civics 4. Roles and Responsibilities of a Civic Life

- 9-12.Civ.38. Use historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues.
- 9-12.Civ.48. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and international government.

High School Economics

Inquiry 26. Communicate and Critique Conclusions

- 9-12.Econ.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.

Inquiry 27. Take Informed Action

- 9-12.Econ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, Informed Action regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Economics/Personal Financial Literacy 5. Economic Decision-Making

- 9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision-making and the interactions between consumers, business, government, and societies.
- 9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.

Economics/Personal Financial Literacy 8. Money and Money Markets

- 9-12.Econ.30. Evaluate the role of financial institutions in a market economy.
- 9-12.Econ.31. Analyze the role of money in the economy.
- 9-12.Econ.35. Explain how governments establish the rules and institutions in which markets operate at the local, state, tribal, national, and international levels.
- 9-12.Econ.37. Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.
- 9-12.Econ.38. Evaluate foreign and domestic issues related to U.S. economic growth over time.

Economics/Personal Financial Literacy 9. Global Economy

- 9-12.Econ.41. Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.
- 9-12.Econ.43. Analyze why a country might participate in global trade.

High School Geography

Geography 11. Geographic Representations and Reasoning

- 9-12.Geo.15. Interpret geographic characteristics of cultures, economies, and political systems.
- 9-12.Geo.16. Analyze geographic representations to explain changes over time.

Geography 14. Human-Environmental Interactions and Sustainability

- 9-12.Geo.31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.

High School U.S. History

Inquiry 26. Communicate and Critique Conclusions

- 9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Inquiry 27. Take Informed Action

- 9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, Informed Action regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Geography 14. Human-Environmental Interactions and Sustainability

- 9-12.US.42. Describe how particular historical events and developments shaped human processes and systems between 1890 and 1920.

History 19. Power Dynamics, Leadership, and Agency

- 9-12.US.54. Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness.

High School World History

Civics 4. Roles and Responsibilities of a Civic Life

- 9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power and authority.

Economics/Personal Financial Literacy 9. Global Economy

- 9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth

History 15. Historical Change, Continuity, Context, and Reconciliation

- 9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

History 17. Historical Thinking

- 9-12.WH.28. Synthesize historical information to create new understandings.

History 18. Critical Consciousness and Perspectives

- 9-12.WH.31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups.

History 19. Power Dynamics, Leadership, and Agency

- 9-12.WH.32. Use historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.

Title 6, Chapter 29, Part 3: Primary and Secondary Education Standards for Excellence – Career and Technical Education

Agriculture, Food, and Natural Resources Career Cluster (AG) for Common Career Technical Core for Career and Technical Education

- 6.29.3.9.A: (1) Analyze how issues, trends, technologies and public policies impact systems.
(2) Evaluate the nature and scope of the cluster and the role agriculture, food and natural resources (AFNR) play in society and the economy

Finance Career Cluster (FN) for Common Career Technical Core for Career and Technical Education

6.29.3.14.C: (1) Describe and follow laws and regulations to manage business operations and transactions in the banking services industry

Government and Public Administration Career Cluster (GV) for Common Career Technical Core for Career and Technical Education

6.29.3.15.A: (1) Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.

6.29.3.15.A: (2) Analyze the systemic relationships of government and public administration agencies.

6.29.3.15.A: (5) Describe career opportunities and the means to achieve those opportunities in each of the GV career pathways; and explain the administration of human, financial, material and information resources in government and public administration agencies.

6.29.3.15.F: (1) Describe the organization of government or public administration department or agency.
(2) design strategies to maximize the potential of a government or public administration department or agency to meet its vision, mission and goals.
(4) facilitate the flow of ideas and information to keep the department or agency and its constituency informed of policies and operations.

Law, Public Safety, Corrections and Security Career Cluster (LW) for Common Career Technical Core for Career and Technical Education

6.29.3.20.A: (1) Analyze the nature and scope of the LW and the role law, public safety, corrections and security play in society and the economy.

(3) assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections or security environment.

(5) analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

6.29.3.20.F: (10) Explain the application of risk management principles to the protection of assets in various settings.

(12) describe the role of security systems in an overall security strategy.

(16) compare types and techniques of security approaches within the public and private sectors.

Manufacturing Career Cluster (MN) for Common Career Technical Core for Career and Technical Education

6.29.3.21A: (1) Evaluate the nature and scope of the MN cluster and the role of manufacturing in society and in the economy.

Transportation, Distribution and Logistics Career Cluster (TD) for Common Career Technical Core for Career and Technical Education

6.29.3.24.A: (1) Describe the nature and scope of the TD cluster and the role of transportation, distribution

and logistics in society and the economy.

Career-Ready Practices

6.29.3.25.B: () Considers the environmental, social and economic impact of their decisions; career-ready individuals understand the interrelated nature of their actions and regularly make decisions that have a positive impact on or mitigate negative impact on other people, organizations and the environment; they are aware of and use new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

Appendix C

Applicable Louisiana Student Standards

2022 K-12 Louisiana Student Standards for Social Studies

Grade 7: The United States and Louisiana: Early Republic Through Reconstruction

7.1 Explain ideas, events, and developments in the history of the United States of America from 1791 to 1877 and how they progressed, changed, or remained the same over time.

7.2 Analyze connections between ideas, events, and developments in U.S. history within their global context from 1791 to 1877.

7.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- a. Demonstrate an understanding of social studies content.
- b. Compare and contrast content and viewpoints.
- c. Analyze causes and effects.
- d. Evaluate counterclaims.

7.8 Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.

- (e) Explain how the disagreements between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the Federalist and Democratic-Republican political parties, including views on foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt.

Grade 8: The United States and Louisiana: Industrial Age Through Modern Era

8.1 Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.

8.2 Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.

8.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- (a) Demonstrate an understanding of social studies content.
- (b) Compare and contrast content and viewpoints.
- (c) Analyze causes and effects.
- (d) Evaluate counterclaims.

8.8 Analyze the causes and effects of technological and industrial advances during the late nineteenth century and the early twentieth century.

- (c) Explain how industrialists and corporations revolutionized business and influenced the U.S. economy and society, with an emphasis on business practices (vertical and horizontal

integration, formation of monopolies/trusts), development of major industries (oil, steel, railroad, banking), and the role of entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Cornelius Vanderbilt, and Madam C.J. Walker.

High School: Civics

C.1 Evaluate continuity and change in U.S. government, politics, and civic issues throughout U.S. history, including those related to the powers of government, interpretations of founding documents, voting trends, citizenship, civil liberties, and civil rights.

C.2 Analyze causes and effects of events and developments in U.S. history, including those that influenced laws, processes, and civic participation.

C.3 Compare and contrast events and developments in U.S. history and government.

C.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- (a) Demonstrate an understanding of social studies content.
- (b) Compare and contrast content and viewpoints.
- (c) Analyze causes and effects.
- (d) Evaluate counterclaims.

C.8 Analyze factors that influenced the Founding Fathers and the formation and development of the government of the United States.

- (a) Describe the purpose of government and competing ideas about the role of government in a society.

C.13 Explain elements of the United States economy within a global context and economic principles required to make sound financial decisions

- (c) Describe different perspectives on the role of government regulation in the economy.
- (d) Analyze the role of government institutions in developing and implementing economic policies, and explain the effects of government policies on market outcomes, including both intended and unintended consequences

High School: United States History

US.1 Analyze ideas and events in the history of the United States of America from 1776 to 2008 and how they progressed, changed, or remained the same over time.

US.2 Analyze connections between events and developments in U.S. history within their global context from 1776 to 2008.

US.3 Compare and contrast events and developments in U.S. history from 1776 to 2008.

US.6 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- (a) Demonstrate an understanding of social studies content.
- (b) Compare and contrast content and viewpoints.

- (c) Analyze causes and effects.
- (d) Evaluate counterclaims.

US.7 Analyze the development of the United States from the American Revolution through the ratification of the U.S. Constitution and Early Republic.

- (h) Analyze major events and developments of U.S. presidents of the late 1700s to the early 1800s, including the presidencies of George Washington (foreign and domestic policies, Farewell Address), John Adams (Alien and Sedition Act), Thomas Jefferson (role in the Louisiana Purchase), and Andrew Jackson (Bank War).

High School: World History

WH.18 Describe how global, national, and regional economic policies affect individual life decisions over time.

High School: World Geography

WG.1 Describe economic, social, cultural, political, and physical characteristics of countries, nations, and world regions.

WG.3 Connect past events, people, and ideas to the present to draw conclusions and explain current implications.

WG.5 Explain the spatial relationships of human settlement, migration, and population.

- (a) Explain the patterns and processes of human settlement and migration.
- (e) Evaluate the consequences of globalization, the acceleration of communication, and the diffusion of ideas, information, and culture.

WG.6 Analyze geographic factors that influence economic development.

- (c) Analyze factors that influence the economic development of countries.
- (d) Describe social and economic measures of development in various countries.
- (e) Explain how economic interdependence and globalization affect countries and their populations.