

# The Old Barracks Museum

## Core Curriculum Content Standards & Curriculum Progress Indicators



The Old Barracks Museum | 101 Barrack Street, Trenton, NJ 08608 | 1-888-BARRACK [www.barracks.org](http://www.barracks.org)

The Old Barracks Museum is not only a State and National Historic Landmark, but is a center for education in the field of colonial and early American history. Thousands of students pass through the museum annually, and each one receives a top-rated first-person introduction to Revolutionary War military life. This packet of information outlines how the Old Barracks Museum programs coordinate with New Jersey Core Curriculum Content Standards for an educational and dynamic experience for both students and educators. Please use this information, as well as the activities in our “Meet the Past Pre- and Post-Visit Activities Handbook”, to build and supplement your lesson plans.



### Quick Facts about The Old Barracks Museum

- Built in 1758 as winter quarters for British troops in the French & Indian War
- Used by both Continental and British armies during the Revolutionary War
- Became a military hospital in February 1777 under the order of General George Washington. The hospital served primarily as a smallpox inoculation hospital to protect soldiers and camp followers from the world's deadliest disease. This was very likely the first mass medical procedure in the West.
- Became a museum in 1903, and has represented New Jersey at 3 World's Fairs and is a symbol of New Jersey's history
- Hosts the annual Battle of Trenton Reenactment the Saturday after Christmas every year as part of Patriots' Week celebrations



**Color Code Guide for each Strand**

<b>Strand:</b> A. Civics, Government, and Human Rights- <a href="#">Blue Page 2</a>	<b>Strand:</b> B. Geography, People, and the Environment- <a href="#">Purple Page 6</a>
<b>Strand:</b> C. Economics, Innovation, and Technology- <a href="#">Green Page 8</a>	<b>Strand:</b> D. History, Culture, and Perspectives- <a href="#">Orange Page 13</a>

**NJ- New Jersey Core Curriculum Content Standards**

**Subject:** Social Studies (2014)

**Standard:** 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Strand:** [A. Civics, Government, and Human Rights](#)

**Proficiency Level:** By the end of grade 4

**Content:** Rules and laws are developed to protect people’s rights and the security and welfare of society.

**Cumulative Progress Indicator:** [6.1.4.A.1](#) Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

**Programs that meet this CPI:** [“Meet the Past: New Jersey Divided”](#)

**How we meet this CPI:** This is achieved during the Loyalist’s explanation as to why the British government had the right to tax the colonies to help pay for the French & Indian War, not to financially bankrupt the colonies.

**Content:** American constitutional government is based on principles of limited government, shared authority, fairness, and equality.

**Cumulative Progress Indicator:** [6.1.4.A.3](#) Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.

**Programs that meet this CPI:** [“Meet the Past” Tours](#)

**How we meet this CPI:** During both “Meet the Past” Tours, visitors learn that the Old Barracks was turned into a military hospital that focused on smallpox inoculations. This procedure was performed on all people associated with the war, regardless of gender, race, or status.

**Content:** The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

**Cumulative Progress Indicator:** [6.1.4.A.9](#) Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**Programs that meet this CPI:** [“Meet the Past: Battle of Trenton”](#) and [“Meet the Past: New Jersey Divided”](#)

**How we meet this CPI in the “Meet the Past: Battle of Trenton”:** Visitors meet with a soldier who shows one response to a violation of rights: enlisting in the Continental Army to fight against the British Crown.

**How we meet this CPI in the “Meet the Past: New Jersey Divided”:** Visitors meet with a Loyalist who believes that the Crown was not violating the fundamental

rights of the colonists, but that Patriots may have been violating the rights of Loyalists.

**Content:** The United States democratic system requires active participation of its citizens.

**Cumulative Progress Indicator: 6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

**Programs that meet this CPI: “Meet the Past” Tours**

**How we meet this CPI:** During the recruitment in both of the “Meet the Past” Tours, new recruits are asked to join the Continental Army to fight against the British Crown’s wrongful acts against the colonists. Visitors can learn in post-visit classroom discussions that there would not have been a Revolutionary War without the participation of large groups of likeminded people who were taking action.

**Cumulative Progress Indicator: 6.1.4.A.12** Explain the process of creating change at the local, state, or national level.

**Programs the meet this CPI: “Meet the Past” Tours**

**How we meet this CPI:** During both “Meet the Past” Tours, visitors learn in the medical room how General Washington enacted change in the army through the mandatory inoculation of smallpox.

**Content:** The world is comprised of nations that are similar to and different from the United States.

**Cumulative Progress Indicator: 6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**Programs that meet this CPI: Guided Gallery Tour**

**How we meet this CPI:** Visitors learn about the different countries involved in the French & Indian War (and the larger scope of the Seven Years’ War). They learn about the ways that French and British settlers communicated and formed alliances with Native Americans despite barriers such as different languages, cultures, and governments.

**Content:** In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

**Cumulative Progress Indicator: 6.1.4.A.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

**Programs that meet this CPI: Guided Gallery Tour**

**How we meet this CPI:** Visitors learn that many Native American groups sided with the French instead of the British because the French were more interested in establishing trade alliances than settling the land. Without the trade alliances that were established between the French and Native Americans, certain goods would not have been available to both European and Native American markets.

**Content:** In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.

**Cumulative Progress Indicator: 6.1.4.A.16** Explore how national and international

leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

**Programs that meet this CPI: “Meet the Past: Battle of Trenton”**

**How we meet this CPI:** Visitors meet with a witness to the Battle of Trenton who tells about Washington’s victory over the Hessians who were stationed in Trenton. The Hessian soldiers were German mercenary soldiers who were sent by the German kings to protect their ally, Great Britain.

**Strand:** B. Geography, People, and the Environment

**Proficiency Level:** By the end of grade 4

**Content:** Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

**Cumulative Progress Indicator:** 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

**Programs that meet this CPI: “Meet the Past: Battle of Trenton” and Guided Gallery Tour**

**How we meet this CPI in the “Meet the Past: Battle of Trenton”:** During this tour no physical map is used, but visitors are told about the various locations that were key in the Battle of Trenton, and a visual map is painted.

**How we meet this CPI in the Guided Gallery Tour:** Tour guides explain where Trenton is, where the other barracks in New Jersey were built, and why New Jersey was such a great location for barracks.

**Cumulative Progress Indicator:** 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

**Programs that meet this CPI: Guided Gallery Tour**

**How we meet this CPI:** The geographic location of the English and French colonies, trade bases, economic bases, and military bases are explained to visitors.

**Content:** Places are jointly characterized by their physical and human properties.

**Cumulative Progress Indicator:** 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

**Programs that meet this CPI: “Meet the Past: Battle of Trenton” and Guided Gallery Tour**

**How we meet this CPI in the “Meet the Past: Battle of Trenton”:** When visitors meet with the witness to the Battle of Trenton, they learn how the harsh winter weather was a large factor in the success of the Battle of Trenton and how that it also caused many complications in General Washington’s plans for attack.

**How we meet this CPI in the Guided Gallery Tour:** Visitors learn that the Old Barracks was originally built for the sole purpose of quartering soldiers in the winter. They learn about the inability to mobilize troops and transport goods in the winter in western Pennsylvania and the New York-Canadian border.

**Content:** Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.

**Cumulative Progress Indicator:** 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

**Programs that meet this CPI: Guided Gallery Tour**

**How we meet this CPI:** Tour guides explain why the five barracks were built in the colony of New Jersey due to its central location to goods and also the arenas of battle.

**Content :** Advancements in science and technology can have unintended consequences that impact individuals and/or societies

**Cumulative Progress Indicator: 6.1.4.B.9** Relate advances in science and technology to environmental concerns, and to actions taken to address them.

**Programs that meet this CPI: “Meet the Past” Tours**

**How we meet this CPI:** Both “Meet the Past” Tours provide information on the inoculation of smallpox – where the idea for inoculation originated, why inoculation was so important to the army, and how the inoculation was conducted for such large groups of people.

**Strand:** C. Economics, Innovation, and Technology

**Proficiency Level:** By the end of grade 4

**Content:** People make decisions based on their needs, wants, and the availability of resources.

**Cumulative Progress Indicator: 6.1.4.C.1** Apply opportunity cost (i.e. choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.

**Programs that meet this CPI: “Meet the Past” Tours**

**How we meet this CPI:** During both “Meet the Past” Tours, visitors learn that smallpox inoculations resulted in fewer deaths – but did not eliminate mortality from the disease completely. (Instead of an approximate 30% mortality rate for natural smallpox, mortality dropped to about 1 death per 1,000 inoculations.) In the “New Jersey Divided” Tour, the Loyalist provides visitors with an argument for an unpopular opinion, and shows that there were often times of consequences for disagreeing with the Patriots.

**Cumulative Progress Indicator: 6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

**Programs that meet this CPI: Guided Gallery Tour and “Meet the Past” Tours**

**How we meet this CPI in the Guided Gallery Tour:** Tour guides explain that the five New Jersey barracks were built on a combination of wants and needs of individuals, communities, colonial governments, and the British Crown. The individual colonists wanted the soldiers to be quartered in a place other than their homes. The towns where the barracks were built benefited because the soldiers shopped at the markets and shops in those towns, and oftentimes took part time jobs during the winter. Lastly, the British Crown needed a way to keep the colonies interested in the war effort, so they offered that paper money spent by colonial governments would be reimbursed with gold specie (gold coin).

**How we meet this CPI in the “Meet the Past” Tours:** During both “Meet the Past” Tours, visitors meet with people who show them that independence was a want for some but a need for others. The Loyalist in the “New Jersey Divided” tour offers a perspective on the formation of their choice to remain loyal to the British crown.

**Content:** Economics is a driving force for the occurrence of various events and phenomena in societies.

**Cumulative Progress Indicator: 6.1.4.C.3** Explain why incentives vary between and among producers and consumers.

**Programs that meet this CPI: “Meet the Past: New Jersey Divided”**

**How we meet this CPI:** Visitors who meet with a Loyalist learn that some colonists felt that the incentive of remaining a colony was far greater than the incentive of freedom.

**Content:** Interaction among various institutions in the local, national, and global

economies influence policymaking and societal outcomes.

**Cumulative Progress Indicator: 6.1.4.C.7** Explain how the availability of private and public goods and services is influenced by the global market and government.

**Programs that meet this CPI: “Meet the Past: New Jersey Divided” and Guided Gallery Tour**

**How we meet this CPI in the “Meet the Past: New Jersey Divided”:** The Loyalist presentation discusses the taxes that the Crown imposed on the colonies and the colonists’ reactions to these taxes. The goods that the Crown made the colonists pay taxes on were used often and were in high demand. The reason being is because it would not have benefited the Crown to tax something that the colonists did not use. This is explained to visitors during the Loyalist presentation.

**How we meet this CPI in the Guided Gallery Tour:** During the French & Indian War, the French presence in Canada was important because of the fur trade. If there was not a large amount of beavers in Canada as well as a high demand for beaver fur, there would have been very little need for the French to be in Canada. This is explained to visitors during the Guided Gallery Tour.

**Content:** Availability of resources affects economic outcomes.

**Cumulative Progress Indicator: 6.1.4.C.9** Compare and contrast how the availability of resources affects people across the world differently.

**Programs that meet this CPI: “Meet the Past” Tours and Guided Gallery Tour.**

**How we meet this CPI in the “Meet the Past” Tours:** During both “Meet the Past” Tours, visitors will encounter the medical personnel who staffed the Old Barracks when it was a smallpox inoculation facility between 1777 and 1781. The medical personnel (historical interpreters) will explain to visitors what the medical procedure known as a smallpox inoculation consisted of. The British and Hessians were exposed to smallpox as children so it wasn't a threat to their lives, but the Americans weren't until inoculation. Therefore, the disease of smallpox is technically considered as a resource that the British had and the Americans did not. During both of these programs visitors are also exposed to soldiers’ uniforms, weapons, and the types of food that was provided to soldiers.

**How we meet this CPI in the Guided Gallery Tour:** Visitors are exposed to a vast array of soldiers’ uniforms, military weapons, and Native American tools/weaponry.

**Content:** Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.

**Cumulative Progress Indicator: 6.1.4.C.10** Explain the role of money, savings, debt, and investment in individuals’ lives.

**Programs that meet this CPI: “Meet the Past” Tours**

**How we meet this CPI:** During both “Meet the Past” Tours, the Army recruiter will explain to visitors what a soldier’s wages and payments consist of.

**Content:** Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

**Cumulative Progress Indicator: 6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

**Programs that meet this CPI: “Meet the Past” Tours**

**How we meet this CPI:** During both “Meet the Past” Tours, visitors will encounter the medical personnel who staffed the Barracks when it was a smallpox inoculation facility between 1777 and 1781. The medical personnel (historical interpreters) will

explain to visitors what the procedure known as a smallpox inoculation consisted of. Visitors will also receive information about some other 18<sup>th</sup> medical procedures/instruments.

**Content:** Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.

**Cumulative Progress Indicator:** 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey

**Programs that meet this CPI: “Meet the Past: Battle of Trenton,” “Meet the Past: New Jersey Divided,” and Guided Gallery Tour**

**How we meet this CPI in the “Meet the Past: Battle of Trenton”:** The Barracks was an important location to a number of prominent figures in the revolution, especially George Washington. Washington's success as a general, the winning of the Revolutionary War, and his rise to presidency were all due in large part to his success at the Battle of Trenton. Visitors will be provided with information pertaining to Washington's leadership role during the Battle of Trenton. Visitors will also learn about Washington's difficult decision to have his entire Continental Army inoculated with smallpox in 1777.

**How we meet this CPI in the “Meet the Past: New Jersey Divided”:** Visitors learn about Washington's difficult decision to have his entire Continental Army inoculated with smallpox in 1777.

**How we meet this CPI in the Guided Gallery Tour:** The role of the Lenape/Delaware people of New Jersey and nearby Pennsylvania in the French & Indian War will be explained to visitors.

**Strand:** D. History, Culture, and Perspectives

**Proficiency Level:** By the end of grade 4

**Content:** Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

**Cumulative Progress Indicator:** 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

**Programs that meet this CPI: Guided Gallery Tour**

**How we meet this CPI:** Visitors will learn about the reasons for the French & Indian War and how the Native Americans factored into the war. The gallery examines the role of the Lenape/Delaware people of New Jersey and nearby Pennsylvania in the French & Indian War. Visitors will also be able to see artifacts of the Lenape culture. For example, an original Lenape dugout canoe and excavated Lenape tools and pipes will be displayed in the gallery.

**Content:** Cultures struggle to maintain traditions in a changing society.

**Cumulative Progress Indicator:** 6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

**Programs that meet this CPI: “Meet the Past: New Jersey Divided”**

**How we meet this CPI:** Visitors will meet a local soldier or townspeople who will challenge participants to remain loyal to King George III of England. Therefore, the visitors will experience what it was like for the colonists to deal with the conflict of either remaining loyal to the King (maintaining traditional beliefs) or breaking ties from the King (adopting new beliefs and practices).

**Content:** Key historical events, documents, and individuals led to the development of

our nation.

**Cumulative Progress Indicator: 6.1.4.D.4** Explain how key events led to the creation of the United States and the state of New Jersey.

**Programs that meet this CPI: “Meet the Past: Battle of Trenton,” “Meet the Past: New Jersey Divided,” and Guided Gallery Tour**

**How we meet this CPI in the “Meet the Past: Battle of Trenton”:** Visitors will experience what it was like to be a soldier in the Continental Army, what happened during the first Battle of Trenton, and what a smallpox inoculation consisted of.

**How we meet this CPI in the “Meet the Past: New Jersey Divided”:** Visitors will experience what it was like to be a soldier in the Continental Army, how some soldiers or townspeople questioned their loyalty to the King of England, and what a smallpox inoculation consisted of.

**How we meet this CPI in the Guided Gallery Tour:** Visitors will be provided with detailed information about New Jersey’s role in the vast conflict for empire. Some of the information that will be discussed and explained includes the following: the five barracks in the colony of New Jersey, the role of the Lenape/Delaware people of New Jersey and nearby Pennsylvania in the French & Indian War, and the far-flung campaigns of the New Jersey regiment.

**Cumulative Progress Indicator: 6.1.4.D.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

**Programs that meet this CPI: “Meet the Past: Battle of Trenton” and “Meet the Past: New Jersey Divided”**

**How we meet this CPI in the “Meet the Past: Battle of Trenton”:** Visitors will be provided with information pertaining to Washington’s Continental Army, Washington’s leadership role during the Battle of Trenton, and Washington’s decision to have his entire Continental Army inoculated with smallpox in 1777.

**How we meet this CPI in the “Meet the Past: New Jersey Divided”:** Visitors will be provided with information pertaining to Washington’s Continental Army and Washington’s decision to have his entire Continental Army inoculated with smallpox in 1777.

**Cumulative Progress Indicator: 6.1.4.D.8** Determine the significance of New Jersey’s role in the American Revolution.

**Programs that meet this CPI: “Meet the Past: Battle of Trenton”, “Meet the Past: New Jersey Divided”, and “Pre- and Post-Visit Activities Handbook”**

**How we meet this CPI in the “Meet the Past: Battle of Trenton”:** Groups are recruited into the Continental Army at a place that served as a recruiting post during the Revolutionary War. Visitors will be provided with information pertaining to the Barracks in Trenton, the first Battle of Trenton, and how the Barracks in Trenton was used as a smallpox inoculation facility in 1777. All of this information displays some of New Jersey’s role in the Revolutionary War.

**How we meet this CPI in the “Meet the Past: New Jersey Divided”:** Visitors will be provided with information pertaining to the Barracks in Trenton and how the Barracks in Trenton was used as a smallpox inoculation facility in 1777. All of this information displays some of New Jersey’s role in the Revolutionary War.

**How we meet this CPI in the “Pre- and Post-Visit Activities Handbook”:** Many of the activities in the Handbook pertain to New Jersey’s role in the American Revolution, particularly those that utilize Crossroads of the American Revolution’s “Meet Your Revolutionary Neighbor” resource.

**Content:** Personal, family, and community history is a source of information for individuals about the people and places around them.

**Cumulative Progress Indicator: 6.1.4.D.10** Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey

**Programs that meet this CPI: Guided Gallery Tour**

**How we meet this CPI:** The role of the Lenape/Delaware people of New Jersey and nearby Pennsylvania in the French & Indian War will be explained to visitors. Visitors will also be able to see artifacts of the Lenape culture. For example, an original Lenape dugout canoe and excavated Lenape tools and pipes will be displayed in the gallery.

**Content:** Cultures struggle to maintain traditions in a changing society.

**Cumulative Progress Indicator: 6.1.4. D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

**Programs that meet this CPI: “Meet the Past: New Jersey Divided”**

**How we meet this CPI:** Visitors will meet a local soldier or townspeople who will challenge participants to remain loyal to King George III of England. Therefore, the visitors will experience what it was like for the colonists to deal with the conflict of either remaining loyal to the King (maintaining traditional beliefs) or breaking ties from the King (adopting new beliefs and practices).

The Old Barracks Museum strives to cover all of these CPIs during group tour programs, but sometimes tours must be altered due to time restraints and unforeseen circumstances.

This information has been designed to supplement programs at the Old Barracks Museum, Trenton, NJ, and is not intended for any other use.