

The Old Barracks Museum



Core Curriculum Content Standards & Curriculum Progress Indicators - End of Grade 8

The Old Barracks Museum | 101 Barrack Street, Trenton, NJ 08608 | 1-888-BARRACK 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

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.

Era: Colonization and Settlement (1585-1763)

Proficiency Level: By the end of grade 8

Content: 2. Colonization and Settlement The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

Strand: A. Civics, Government, and Human Rights

Cumulative Progress Indicator: 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

Programs that meet this CPI: “Pre and Post Visit Activities Handbook”

How we meet this CPI: Pre-visit activity #5 prompts the classroom to discuss the reasons America went to war with Great Britain. This activity promotes students to critically think about how Great Britain’s government impacted the evolution of American politics and institutions, but also provides an opportunity for students to learn about Native American and French influences on the formation of America.

Cumulative Progress Indicator: 6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Programs that meet this CPI: “A Call to Arms: African American Experience” and “A Call to Arms: A Woman’s Point of View”

How we meet this CPI: These two workshops bring students face-to-face with the history of African-Americans and women, showing them that opportunities in the Colonial era were varied for all different people, and oftentimes (but not always) limited by demographics.

Strand: B. Geography, People, and the Environment

Cumulative Progress Indicator: 6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

Programs that meet this CPI: Guided Gallery Tour

How we meet this CPI: In terms of settlement patterns, tour guides explain why the five barracks were built in the colony of New Jersey due to its central location to both goods and arenas of battle. Visitors learn that the Old Barracks was originally built for the sole purpose of quartering soldiers in the winter. 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. The geographic location of the English and French colonies, trade bases, economic bases, and military bases are also explained to visitors as well.

Cumulative Progress Indicator: 6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

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. Tour guides also explain the positive interactions between Delaware Lenape Indians and Anglican settlers.

Era: Revolution and the New Nation (1754-1820s)

Proficiency Level: By the end of grade 8

Content: 3. Revolution and the New Nation Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Strand: D. History, Culture, and Perspectives

Cumulative Progress Indicator: 6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

Programs that meet this CPI: “Meet the Past: Battle of Trenton,” “Meet the Past: New Jersey Divided,” Guided Gallery Tour, and “A Call to Arms: The African American Experience”

How we meet this CPI in the “Meet the Past” Tours: During the recruitment in both “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.

How we meet this CPI in the Guided Gallery Tour: Visitors learn about the different countries involved in the French and Indian War (and the larger scope of the Seven Years’ War).

How we meet this CPI in the “A Call to Arms: The African American Experience”: Students learn about African-American soldiers’ perspectives on the options and opportunities that African-Americans considered and opted for at the beginning of the Revolutionary War.

Cumulative Progress Indicator: 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

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: 6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

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

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

Cumulative Progress Indicator: 6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Programs that meet this CPI: "A Call to Arms: The African American Experience" and "A Call to Arms: A Woman's Point of View"

How we meet this CPI: These two workshops bring students face-to-face with the history of African-Americans and women, showing them how the Revolutionary War affected their lives.

Strand: C. Economics, Innovation, and Technology

Cumulative Progress Indicator: 6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

Programs that meet this CPI: "Meet the Past: New Jersey Divided"

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.

Strand: B. Geography, People, and the Environment

Cumulative Progress Indicator: 6.1.8.B.3.d Explain why New Jersey's location played an integral 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 why New Jersey's location played an integral 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 why New Jersey's location played an integral 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 how New Jersey's location played an integral role in the Revolutionary War, particularly those that utilize Crossroads of the American Revolution's "Meet Your Revolutionary Neighbor" resource.

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.