



OLD BARRACKS MUSEUM

New Jersey Student Learning Standards & Performance Expectations End of Grade 5

The Old Barracks Museum, 101 Barrack Street, Trenton, NJ 08608 | www.barracks.org | 609-396-1776

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 Student Learning Standards for an educational and dynamic experience for both students and educators programs coordinate with New Jersey Student Learning 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, 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



Connecting to the Revolution allows schools to access the Old Barracks Museum from anywhere! Live conversations with interpreters, videos, and photos bring the past to life!

Color Code Guide for each Strand

Strand: A. Civics, Government, and Human Rights- **Blue Page 2**

Strand: B. Geography, People, and the Environment- **Purple Page 4**

Strand: C. Economics, Innovation, and Technology- **Green Page 5**

Strand: D. History, Culture, and Perspectives- **Orange Page 6**

NJ- New Jersey Student Learning Standards

Subject: Social Studies (2020)

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: Democratic Principles

Proficiency Level: By the end of grade 5

Core Idea: Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

Performance Expectations: 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

Programs that meet these expectations: **Meet the Past and Connecting to the Revolution**
How we meet these expectations: Participants 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.

Performance Expectations: 6.1.5.CivicsDP.2: 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 these expectations: **Meet the Past and Connecting to the Revolution**
How we meet these expectations: Participants meet with a soldier who shows one response to a violation of rights: enlisting in the Continental Army to fight against the British Crown.

Strand: A. Civics, Government, and Human Rights: Participation and Deliberation

Proficiency Level: By the end of grade 5

Core Idea: Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).

Performance Expectations: 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

Programs that meet these expectations: **Meet the Past, Connecting to the Revolution, and All Is Threatened and Endangered: NJ in the French & Indian War, Guided Gallery Tour**

How we meet these expectations: Participants learn in the medical room how General Washington enacted change in the army through the mandatory inoculation of smallpox. Participants learn how individuals responded to mandatory quartering during the French and Indian War.

Performance Expectations: 6.1.5.CivicsPD.3: 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 these expectations: **All Is Threatened and Endangered: NJ in the French & Indian War, and Fighting for My Freedom, Connecting to the Revolution, Guided Gallery Tour**

How we meet these expectations: During the F&I program, participants 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.

How we meet these expectations: In Fighting for My Freedom, the role of black soldiers is explored and we examine how relationships between these soldiers with both the American and British soldiers would impact the outcome of the war.

Strand: A. Civics, Government, and Human Rights: Human and Civil Rights

Proficiency Level: by the end of grade 5

Core Idea: It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

Performance Expectations: 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Programs that meet these expectations: **Meet the Past, Connecting to the Revolution**

How we meet these expectations: Participants 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,

Strand: A. Civics, Government, and Human Rights: Civic Mindedness

Proficiency Level: by the end of grade 5

Core Idea: Certain dispositions help individuals contribute to the health of American democracy

Performance Expectations: 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Programs that meet these expectations: **Meet the Past, Connecting to the Revolution, Fighting for My Freedom, Patriots in Petticoats**

How we meet this: During Meet the Past, participants 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: During Fighting for my Freedom, the role of black soldiers is explored and we examine how relationships between these soldiers with both the American and British soldiers would impact the outcome of the war.

How we meet these expectations: During Patriots in Petticoats, interpreters discuss the rolls that women played to contribute to the Revolution both on and off the battle field.

Performance Expectations: 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society

Programs that meet these expectations: **Fighting for My Freedom, Patriots in Petticoats, Connecting to the Revolution**

How we meet these expectations: Fighting for my Freedom: The role of black soldiers is explored and we examine how relationships between these soldiers with both the American and British soldiers would impact the outcome of the war.

How we meet these expectations: Patriots in Petticoats: Interpreters discuss the rolls that women played to contribute to the Revolution both on and off the battle field.

Performance Expectations: 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

Programs that meet these expectations: **Meet the Past, Connecting to the Revolution**

How we meet these expectations: Participants meet with a soldier who shows one response to a violation of rights: enlisting in the Continental Army to fight against the British Crown.

Strand: B: Geography, People, and the Environment: Human Population Patterns

Proficiency Level: by the end of grade 5

Core Idea: Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.

Performance Expectations: 6.1.5.GeoPP.2: 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 these expectations: **Meet the Past, All Is Threatened and Endangered: NJ in the French & Indian War, Connecting to the Revolution, Guided Gallery Tour**

How we meet this: Meet the Past: When participants 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 it also caused many complications in General Washington's plans for attack.

How we meet these expectations: All is Threatened and Endangered: NJ in the French & Indian War: Participants learn 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.

Core Idea: Patterns of settlement differ markedly from region to region, place to place, and time to time.

Performance Expectations: 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

Programs that meet these expectations: **All Is Endangered: NJ in the French and Indian War, Connecting to the Revolution**

How we meet these expectations: Interpreters explain why the five barracks were built in the colony of New Jersey due to its central location to goods and the arenas of battle

Strand: B: Geography, People, and the Environment: Spatial Views of the World

Proficiency Level: by the end of grade 5

Core Idea: Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

Performance Expectations: 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

Programs that meet these expectations: **Meet the Past, Connecting the Revolution, All Is Threatened and Endangered: NJ in the French & Indian War, Guided Gallery Tour**

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

How we meet this: All Is Threatened and Endangered: Interpreters use a 1750s map to explain where Trenton is, where the other barracks in New Jersey were built, and why New Jersey was such a great location for barracks.

Performance Expectations: 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

Programs that meet these expectations: **All Is Threatened and Endangered: NJ in the French & Indian War, Guided Gallery Tour**

How we meet these expectations: Interpreters discuss the factors leading up to the French & Indian War including a competition for the waterways and the fur trade.

Strand: B. Geography, People, and the Environment: Global Interconnections

Proficiency Level: by the end of grade 5

Core Idea: Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

Performance Expectations: 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Programs that meet these expectations: Meet the Past, Powder Potion Pill and Bolus, Connecting the Revolution

How we meet these expectations: Historical interpreters 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.

Performance Expectations: 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

Programs that meet these expectations: All Is Threatened and Endangered: NJ in the French & Indian War, Meet the Past, Connecting to the Revolution, Guided Gallery Tour

How we meet these expectations: Interpreters use both physical and visual maps to explain where Trenton is, why moving supplies was important, and how control of the waterways was crucial to the French & Indian war as well as the Revolution.

Performance Expectations: 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Programs that meet these expectations: All Is Threatened and Endangered: NJ in the French & Indian War, Meet the Past, Connecting to the Revolution, Guided Gallery Tour

How we meet these expectations: Interpreters use both physical and visual maps to explain where Trenton is, why moving supplies was important, and how control of the waterways was crucial to the French & Indian war as well as the Revolution.

Strand: B. Economics, Innovation, and Technology: Economic Ways of Thinking

Proficiency Level: by the end of grade 5

Core Idea: An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

Performance Expectations: 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Programs that meet this expectation: Meet the Past, All Is Threatened & Endangered: NJ in the French & Indian War, Of Arms and Men, Guided Gallery Tour

How we meet this: Meet the Past: Participants will encounter the medical personnel who staffed the Trenton Barracks when it was a smallpox, inoculation facility between 1777 and 1781. The medical personnel (historical interpreters) will explain 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 were not. Therefore, the disease of smallpox is technically considered as a resource for the British. Participants will also learn the types of uniforms, weapons, and food that were provided to the soldiers.

How we meet these expectations: All Is Threatened and Endangered: Participants are exposed to a vast array of soldiers' uniforms, military weapons, and Native American tools/weaponry.

How we meet this: Guided Gallery Tour: Participants will learn of the resources available to soldiers during the war, both what they carried with them and what they had at home.

Strand: B. Economics, Innovation, and Technology: National Economy

Proficiency Level: by the end of grade 5

Core Idea: A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

Performance Expectations: 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Programs that meet these expectations: Meet the Past, Connecting to the Revolution, and Powder, Potion, Bolus, Pill

How we meet these expectations: Participants will encounter the medical personnel who staffed the Barracks when it was a smallpox inoculation facility between 1777 and 1781. The historical interpreters will explain what the procedure known as a smallpox inoculation consisted of. Participants will also learn about some other 18th century medical instruments.

Strand: D. History, Culture, and Perspectives: Continuity and Change

Proficiency Level: by the end of grade 5

Core Idea: Chronological sequencing helps us track events over time

Performance Expectations: 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

Programs that meet these expectations: Meet the Past, All Is Threatened and Endangered: New Jersey in the French & Indian War, Guided Gallery Tour, Fighting for my Freedom, Patriots in Petticoats, Connecting to the Revolution

How we meet this: Meet the Past: Participants 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: All Is Threatened and Endangered: Participants will be provided with detailed information about New Jersey's role in the vast conflict for empire. Some of the information 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.

How we meet these expectations: Fighting for My Freedom and Patriots in Petticoats: Interpreters will explain how the lives of African Americans and Women were interwoven in the stories of key events in New Jersey and United States history both on and off the battlefield.

Performance Expectations: 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Programs that meet these expectations: Meet the Past, Connecting to the Revolution, Fighting for My Freedom, Patriots in Petticoats

How we meet these expectations: Meet the Past: Participants will hear from a recruiter for Washington's army about the reasons for joining the revolution and their changing identities from British Colonists to American citizens.

How we meet this: Fighting for My Freedom, Patriots in Petticoats: Interpreters will discuss the varied and diverse stories of African American/Women patriots and their contributions both on and off the battlefield.

Core Idea: Interactions of people and events throughout history have shaped the world we experience today.

Performance Expectations: 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

Programs that meet these expectations: Meet the Past, Connecting to the Revolution

How we meet these expectations: Participants 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.

Performance Expectations: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

Programs that meet these expectations: All Is Threatened and Endangered: NJ in the French & Indian War, Connecting to the Revolution, Guided Gallery Tour

How we meet this: Participants will learn about the reasons for the French and Indian War and how the Native Americans factored into the war. They will examine the role of the Lenape/Delaware people of New Jersey and nearby Pennsylvania in the French and Indian War. Participants 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.

Performance Expectations: 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Programs that meet these expectations: **All Is Threatened and Endangered: New Jersey in the French & Indian War, Guided Gallery Tour**

How we meet these expectations: Participants will learn about the global conflicts that led up to the French & Indian War and about New Jersey's participation in this global war.

Performance Expectations: 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

Programs that meet these expectations: **Fighting for My Freedom, Connecting to the Revolution**

How we meet these expectations: An African American soldier shares his experience of fighting for personal and national freedom during the American Revolution.

Performance Expectations: 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

Programs that meet these expectations: **Meet the Past, Connecting to the Revolution**

How we meet these expectations: A recruiter will explain to participants the factors that lead up to a citizen being recruited into Washington's Army.

Strand: D. History, Culture, and Perspectives: Historical Sourcing and Evidence

Proficiency Level: by the end of grade 5

Core Idea: There are a variety of sources that help us understand the past.

Performance Expectations: 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Programs that meet these expectations: **All Is Threatened and Endangered: New Jersey in the French & Indian War, Guided Gallery Tour, Connecting to the Revolution**

How we meet these expectations: Participants will learn about the reasons for the French & Indian War and how the Native Americans factored into the war. They will examine the role of the Lenape/Delaware people of New Jersey and nearby Pennsylvania in the French and Indian War. Participants 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.

To book a tour,
call 609-396-1776 or
email groups@barracks.org

Guided Gallery Tours of our current exhibit

All Is Threatened and Endangered:

New Jersey and the French & Indian War

are made possible in part through generous grants by:

The Society for the Colonial Wars in the State of New Jersey

The New Jersey Historical Commission

The Mercer County Cultural and Heritage Commission

Funding for the educational programming in the medical room is provided in part through a generous grant by:
Janssen Pharmaceuticals, Inc.

The Old Barracks Museum strives to cover all 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.



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