



OLD BARRACKS
MUSEUM

The Old Barracks Museum

New Jersey Student Learning Standards & Performance Expectations - 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 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, 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



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!

NJ- New Jersey Student Learning Standards

Subject: Social Studies (2020)

Standard: 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.

Era 3. Revolution and the New Nation (1754–1820s)

Proficiency Level: By the end of grade 8

Core Idea: The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.

Performance Expectations: 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

Programs that meet these Performance Expectations: **Fighting for My Freedom, Patriots in Petticoats, Guided Gallery Tour, All Is Threatened and Endangered: New Jersey in the French & Indian War**

How we meet these Performance Expectations: These programs provide information on how African Americans, Women, and Native Americans contributed to the founding of the ideals of United States and how their contributions were received and if they were acknowledged.

Core Idea: Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

Performance Expectations: 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

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

How we meet these Performance Expectations: **In Meet the Past, the recruiter will describe the events and acts of government that led up to the forming of militias and recruitment into Washington's Army.**

Core Idea: Social and political systems have protected and denied human rights (to varying degrees) throughout time.

Performance Expectations: 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

Programs that meet these Performance Expectations: **Fighting for My Freedom**

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

Performance Expectations: 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals

Core Idea: Chronological sequencing helps us understand the interrelationship of historical events.

Performance Expectations: 6.1.8.HistoryCC.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: **Meet the Past, Connecting to the Revolution, Fighting for My Freedom, Guided Gallery Tour, All Is Threatened and Endangered: New Jersey in the French & Indian War**

How we meet these Performance Expectations: **Meet the Past:** Participants will interact with a recruiter who asks them to join the Continental Army to fight against the British Crown's wrongful acts against the colonists. Participants can learn in post-visit classroom discussions that there would not have been a Revolutionary War without the participation of large groups of like minded people who were taking action.

How we meet these Performance Expectations: **Guided Gallery Tour, All Is Threatened:** Participants learn about the different countries involved in the French & Indian War (and the larger scope of the Seven Years' War).

Core Idea: Historical contexts and events shaped and continue to shape people's perspectives

Performance Expectations: 6.1.8.HistoryUP.3.b: 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 these Performance Expectations: **Fighting for My Freedom, Patriots in Petticoats, Connecting to the Revolution**

How we meet this: **Fighting for My Freedom:** An African American soldier shares his experience of fighting for personal and national freedom during the American Revolution.

How we meet this: **Patriots in Petticoats:** An 18th century woman explains the varied ways women contributed to the Revolution both on and off the battlefield.

Core Idea: Examining historical sources may answer questions but may also lead to more questions.

Performance Expectations: 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

Programs that meet this: **Meet the Past, New Jersey Divided, Connecting to the Revolution**

How we meet this: 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.

**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.**

**To book a tour,
call 609-396-1776 or email groups@barracks.org
101 Barrack Street, Trenton, NJ 08608
www.barracks.org**

The Old Barracks Museum strives to cover all of these Performance Expectations 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.