



## Mother and Baby homes

### Junior Cycle History – Suggested Classroom-Based Assessments

SLIDE 1



## Mother and Baby homes

**Junior Cycle History:  
Suggested Classroom-Based Assessments**

## Institutional display (Possible CBA1: The past in my place)

"...there are homes all over the country who took these women and children in, all of them deserved the same investigation as the Tuam Home."

Finbarr O'Regan, born in Clonakilty County Home, Co Cork in 1952, quoted in O'Reilly, A. 2018. *My Name is Bridget*. Gill: Dublin.

In small groups, as a pair or working individually, research a Mother and Baby home (or another historic institution) located in your village/town/parish/county or region.

Consider the historical significance of your chosen institution (see [Assessment Guidelines](#), p. 10), the current state of the building/site and what, if any, plans exist to commemorate this history.

Follow the four stages of activity outlined in the [Assessment Guidelines](#) (pp.15-17), with the CBA1 Features of Quality in mind (p.19).



Features of Quality: history: The Past in my Place	
<b>Exceptional</b>	
A piece of work that reflects these features to a very high standard. While not necessarily perfect, the strengths of the work far exceed its flaws, which are minor. Suggestions for improvement are easily addressable by the student.	The display reveals a highly developed sense of historical consciousness and is shaped to a very clear purpose. The display shows exceptional understanding of the role of evidence in making historical judgements. The display is compelling in connecting the local with a 'big picture' of the past, showing some originality.
<b>Above expectations</b>	
A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.	The display reveals a strong sense of historical consciousness and is shaped to a clear purpose. The display shows very good understanding of the role of evidence in making historical judgements. The display clearly connects the local with a 'big picture' of the past in a very interesting way.
<b>In line with expectations</b>	
A piece of work that reflects most of these features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.	The display shows some sense of historical consciousness and is shaped to a purpose, though this purpose is not always clear. The display shows some understanding of the role of evidence in making historical judgements. The display makes some connections between the local and a 'big picture' of the past.
<b>Yet to meet expectations</b>	
A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marked by significant issues. Feedback will draw attention to fundamental errors that need to be addressed.	The display shows little to no sense of historical consciousness and is not shaped to a purposeful way. The display shows little or no understanding of the role of evidence in making historical judgements. The display makes little or no connection between the local and a 'big picture' of the past.

## Teacher notes

This suggested CBA1 is particularly relevant to Learning Outcome 1.3: Students should be able to appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated.

## Useful links

**NB: The content of the reports below are potentially emotionally challenging. Extracts for sharing with junior cycle students should be carefully chosen.**

McGettrick, C. et al. 2022. [List of Institutions, Agencies and Personnel Involved in Separating Unmarried Mothers from their Children](#). Dublin: Justice for Magdalenes Research and Adoption Rights Alliance.

[Report of the Commission of Investigation into the Mother and Baby Homes](#) – chapters on individual institutions.

[Report of the Inter-Departmental Committee to establish the facts of State involvement with the Magdalen Laundries](#)

[Report of the Commission to inquire into child abuse](#) – see especially volumes 1 and 2.

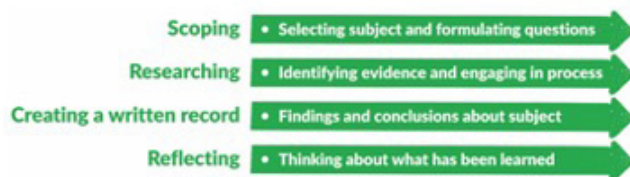
## Living legacy record (Possible CBA2: A life in time)

"We are a living legacy of that system..."

Mari Steed, born in 1960 in Bessborough Mother and Baby home, and adopted to America aged 2, quoted in O'Donnell, K., O'Rourke, M. & Smith, J. eds. 2022. *Redress: Ireland's Institutions and Transitional Justice*. UCD Press: Dublin.

Working individually, research and create a written record of one person with experience of a Mother and Baby home (and/or other historic institutions).

Follow the four stages of activity outlined in the [Assessment Guidelines](#) (pp.26-28), with the CBA1 Features of Quality in mind (p.29).



Features of Quality: History: A life in time	
<b>Exceptional</b>	<p>The written record reveals a highly developed sense of historical consciousness, with remarkable coherence of content, approach and structure.</p> <p>The written record displays exceptional research and understanding of the role of evidence in forming judgements and drawing conclusions.</p> <p>The written record makes compelling connections between the subject and a 'big picture' of the past, showing some originality.</p>
<b>Above expectations</b>	<p>The written record reveals a strong sense of historical consciousness, with commendable coherence of content, approach and structure.</p> <p>The written record displays very good research and understanding of the role of historical sources in forming judgements and drawing conclusions.</p> <p>The written record makes clear connections between the subject and a 'big picture' of the past in a very interesting way.</p>
<b>In line with expectations</b>	<p>The written record reveals some sense of historical consciousness, with content and approach presented in a reasonably well-structured manner.</p> <p>The written record displays good research and some understanding of the role of historical sources in forming judgements and drawing conclusions.</p> <p>The written record makes some connections between the subject and a 'big picture' of the past.</p>
<b>Yet to meet expectations</b>	<p>The written record reveals little or no sense of historical consciousness, with significant lapses in content, approach and structure.</p> <p>The written record displays limited research and little or no understanding of the role of historical sources in forming judgements and drawing conclusions.</p> <p>The written record shows little or no sense of 'big picture' and connections between it and the subject are haphazard and/or poorly sustained.</p>

## Teacher notes

Possible research focus:

- The impact of C20th attitudes to girls/women on the institutional experiences of a mother who had a baby outside of marriage
- The unpaid work carried out by a mother or child during their time in one or more institutions
- The impact of medical care or diet in institution(s) on a woman/child
- The institutional experience of a survivor for whom one or more of the following is relevant: disability, poverty/working class, mixed-race, membership of the Mincéirí (Traveller) community, religion (other than the religion of the institution in question)
- The experience of a survivor who was subjected to vaccine or milk trials while in a Mother and Baby home or industrial school
- The experience of a survivor who was boarded out (fostered) and/or adopted (il/legally)
- How the survivor coped and built resilience
- The historical research and actions undertaken by a survivor and/or their relatives to track down their missing information
- The experience of a father whose child was born/lived in institution(s)
- The impact of the institutional experience(s) of one person on their family across generations

This suggested CBA2 is particularly relevant to Learning Outcome 1.8: Students should be able to investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition.

## Useful links

**NB: The content of the reports below are potentially emotionally challenging. Extracts for sharing with junior cycle students should be carefully chosen.**

Buckley, Christine. [Dictionary of Irish Biography](#)

Witness statements. [Clann: Ireland's Unmarried Mothers and their Children: Gathering the Data](#)

Enright, M. & O'Donoghue, A. eds. 2021. [Rights and the Mother and Baby Homes Report](#)

Justice for the Magdalenes Research. [Magdalene Oral History Project](#)

UCD. [Industrial memories project](#)

O'Reilly, A. 2018. *My name is Bridget: The untold story of Bridget Dolan and the Tuam Mother and Baby Home*. Dublin: Gill, chapter 13.

[Report of the Commission of Investigation into the Mother and Baby Homes](#)

Tuam Oral History project, University of Galway. [Oral History Interviews](#)

Waterford Memories. [Oral History Project with Magdalene Laundry survivors](#)