



MARY ANN
MCCRACKEN
FOUNDATION
Pitch Deck



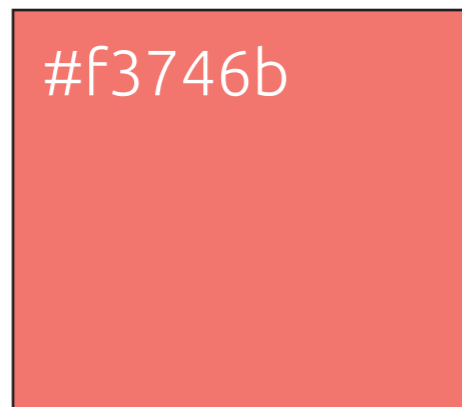
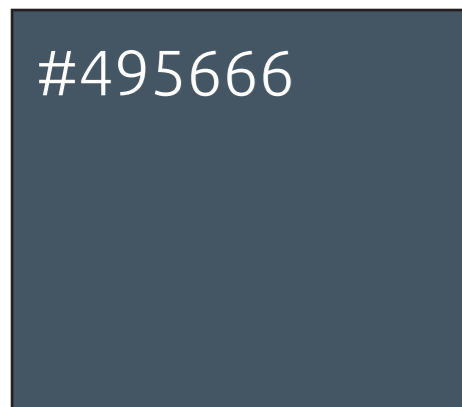
Brand Guidelines

Font: ubuntu

Bold
Bold Italic
Medium
Medium Italic
Regular
Regular Italic
Light
Light Italic

Colour Palette

Taken from brochure sent by the client



Logos and Images

Sent by the client

Logo on a grey circle background



Alternative logo with no background



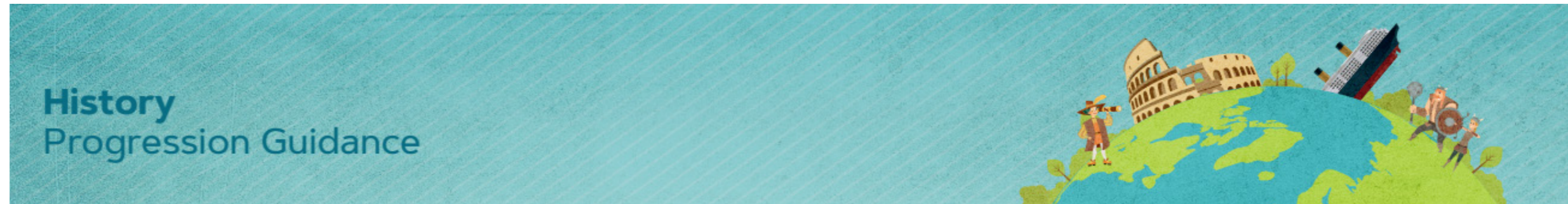
Bust of Mary Ann McCracken



Links to the CCEA history curriculum

Link to curriculum: <https://ccea.org.uk/downloads/docs/ccea-asset/Resource/History%20Progression%20Guidance%20%28Knowledge%2C%20Understanding%20and%20Skills%29.pdf>

Taken from the CCEA Progression guidance document, Page 2.



In the context of history:

Interdependence is about defining who we are through the many connections we have with each other, with places, and with things over time. Learning about Interdependence in history could involve:

- ▶ examining the ways in which the lives, actions and decisions of people in the past have influenced who we are and how we live today;
- ▶ developing an insight into how people and communities have developed and are reliant on each other;
- ▶ exploring what happens when the balance of connectivity is disrupted, and how it can potentially lead to negative consequences; and
- ▶ thinking about how people might live in the future.

Change Over Time is about change and continuity over the course of time. Learning about Change Over Time in history could involve:

- ▶ examining the ways in which our lives today have been impacted by the past;
- ▶ learning that not all things change over time; some things remain the same; and
- ▶ learning that the pace of change varies over time.


















Place, including both the physical and social characteristics, has shaped the way of life for the people living there over time. Its study helps pupils to develop a respect for and an understanding of the importance of preserving our history. Learning about Place in history could involve:

- ▶ examining the natural and built heritage and the relationships between the people who inhabit it and other places;
- ▶ exploring how where people live dictates how they live and have lived in the past; every place has a story;
- ▶ exploring ways in which the decisions people made in the past have impacted where and how we live today; and
- ▶ examining the physical evidence in our locality and the world around us of the lived experience of people in the past, for example place names, monuments, buildings, records and artefacts.

Movement and Energy provides a context to understand change and societal development through history. Learning about Movement and Energy in history could involve:

- ▶ exploring how the scientific and technological discoveries, inventions and innovations of our ancestors, for example transport, communications and exploration, have impacted how we live and work today;
- ▶ developing insights into how people, information and goods have moved from place to place;
- ▶ exploring some of the causes of people migration in the past, such as political, social, cultural or physical, and their consequences, which can provide insight into and develop empathy for some of the realities of people migration today; and
- ▶ examining how we have sourced/harnessed energy over time, and the effect that this has had on our world throughout history.

Taken from the CCEA Progression guidance document, Page 5 and 9.

Suggested line of progression			
	From	Towards	To
Historical Enquiry (Observation)	Use the senses to make observations about historical items/artefacts and provide descriptions of what they notice. 	Use the senses to observe and describe historical items/artefacts, identifying similarities and differences by making simple comparisons and connections. 	Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence, speculating, and making inferences through first-hand experiences with historical items/artefacts. 
Historical Enquiry (Questioning)	Ask different types of questions. Be curious, ask and respond to questions about the past. 	Ask more focused questions and suggest ideas for historical enquiry.  	Be able to ask deeper and wider questions. Recognise the differences between how and what if questions. Learn from and build on their own and others' ideas and experiences.  
Historical Enquiry (Planning)	Begin to plan by talking about what they might do. Suggest ways to obtain information from the questions they have formulated. 	Set goals for their work, break tasks into smaller parts and plan the next steps, using their own and others' ideas to identify, locate and select various sources of evidence.  	Be able to plan and set goals. Select the most appropriate methods for a particular task.  
Recording and Communicating	Use simple methods to record information. Communicate what they have found out in a variety of ways. 	Identify and use a variety of methods to record information. Begin to identify audience and purpose when communicating. 	Select the most appropriate methods for the particular task. Develop methods for collating and recording information and monitoring progress on a task. Have a sense of audience and purpose when communicating.  

Materials specific to the Education Pack For Lower KS2

Timeline activity

Mary Ann McCracken Timeline Activity

Cut out the events and stick them in the correct order



1770

Mary Ann McCracken was born

Mary Ann McCracken was born

Mary Ann McCracken was born

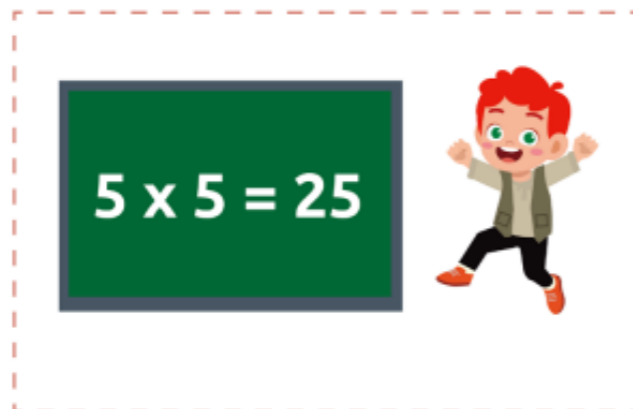
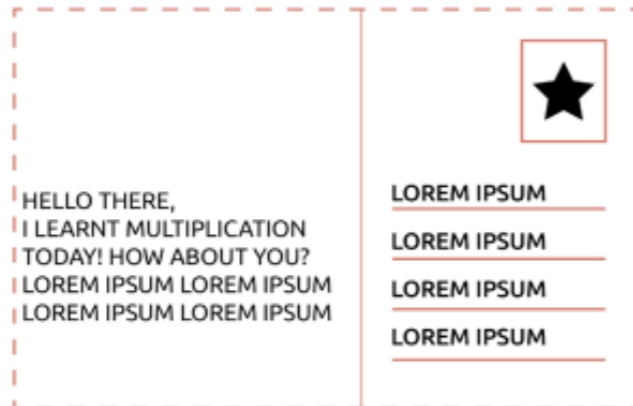
Mary Ann McCracken was born

Mary Ann McCracken was born

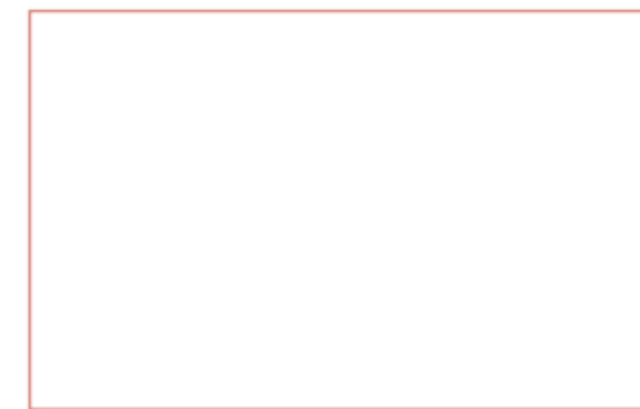
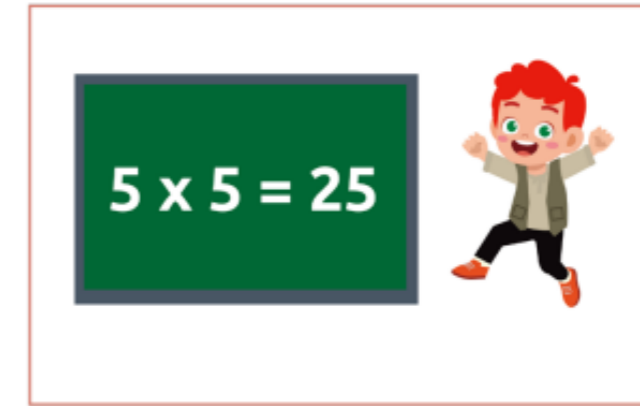
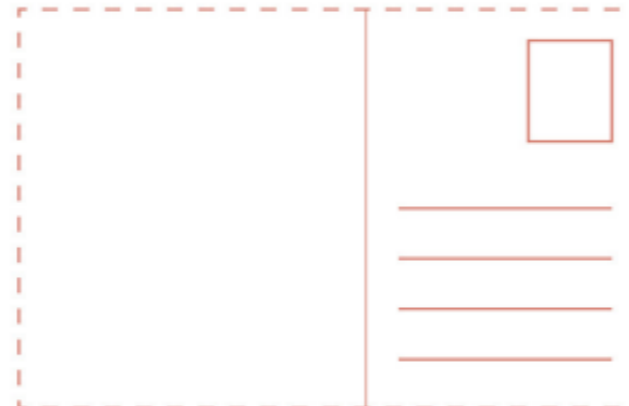
Mary Ann McCracken was born

Printable postcards

Read the postcard from one of the children.



Now, try to write and draw a postcard
and send back to him.



- On the postcard, you can see one of the children's story showing in image at the front page. At the back, a postcard example is writing to show the information and story of the child.

- Both postcards can cut out and stick together to send out.

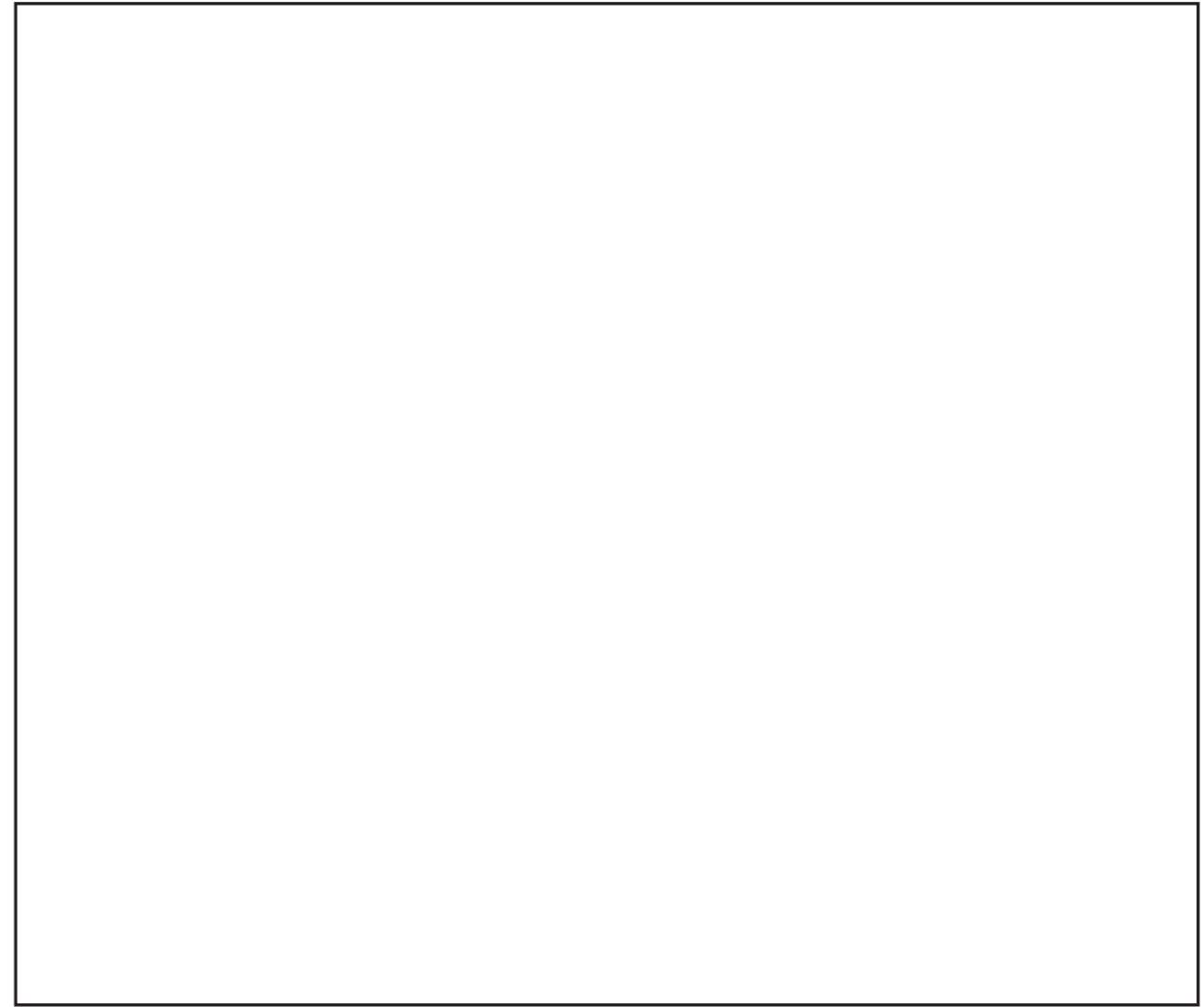
- Can give students whether as a worksheet or a real postcard.

Past and present activity

Colour in a child from the poor house



Draw yourself



Now can you list the similarities and differences between _____'s life and your life?
(Write their name)

Similar

Different

--

--



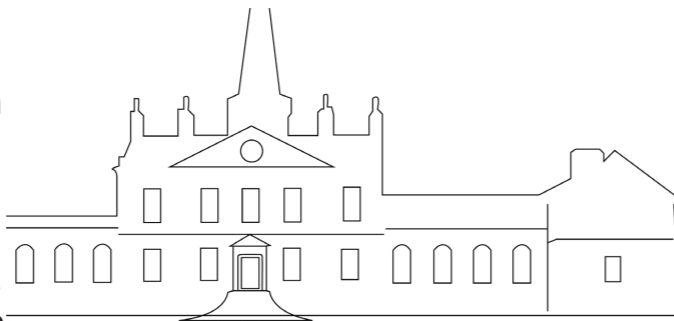
**Materials specific to the
Education Pack For Upper KS2**

Comprehension

Details why people came in, how it helped them (education, food, apprenticeship), day to day life .Questions will include similarities and differences where pupils must identify what is different about their lives and children in poor house's lives. This ties into the Curriculum.

Life in the poor house

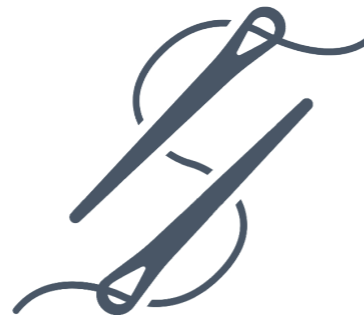
The children who entered the institution came from poorer backgrounds. The infamous nineteenth century workhouses were not established under the



Poor Relief (Ireland) Act was passed in 1838. Often, parents would apply for their child (or children) to be received into the institution as they had not enough food or money to support them. This was not always a permanent solution and some of



the children were returned to their families when their financial position had improved. However, in the early years, many of the children remained inside the Poor House, until they began an apprenticeship or absconded from the institution. Orphans – then commonly known as parish children - were also brought to the institute by both the committee members and church warden who had found them on the street. When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the inhabitants of the institution as part of their work. Before 1831, there was no national system of education in Ireland. Schooling was not free and poorer families simply could not afford the cost. Before the introduction of compulsory education at the end of the nineteenth century 'work was a central factor in many children's lives'.



Questions

1. Why did people come to the poor house?

2. How did the poor house help them?

3. What jobs did the children do?

4. What age did they start apprenticeships?

5. What similarities and differences between their lives and your lives can you list?

Similar

Different

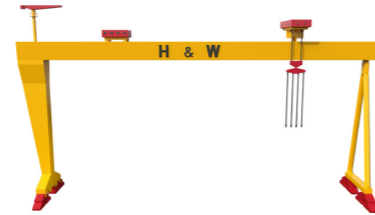
Similar	Different

Factsheet and fill in the gaps worksheet

Adobe stocked images except last two on the factfile.

Journey to the 19th Century

Belfast experienced the early stages of industrial, economic, and societal growth. This period established Belfast as the 'centre of power-driven textile manufacture' in the cotton and linen industries and the town developed a reputation for its shipbuilding and engineering



Rural people came into Belfast looking for all these new jobs that had been created. As a result, Belfast's population radically increased from 20,000 in 1800 to over 53,000 by 1831. This dramatic expansion resulted in an increase in crime, waste disposal and poverty in the town.

Belfast's middle-class inhabitants - concerned about maintaining civic pride and inspired by the notion of philanthropic duty - sought to address the growing issue of urban poverty, demonstrating a mutual awareness of responsibility to help those less fortunate than themselves. One of the ways in which the Belfast Charitable Society sought to help the poor was by opening the Poor House in 1774.



When the children entered the Poor House, they were often provided with clothes to wear. These items of clothing were made by the inhabitants of as part of their work.

Girls were typically provided with:

- A drugget gown (drugget material was usually thin, made from wool and was cheap to purchase)
- worn under a dress)
- Stockings
- Shoes

Boys were typically given:

- A coat
- A waistcoat
- A shirt
- A pair of britches,
- A pair of stockings
- A pair of shoes



Mary Ann McCracken

Fill in the gaps

1. Mary Ann McCracken was a _____.
2. She was born into a _____ family.
3. She played with other kids in the poor house from when she was aged ____.
3. It was unusual for Mary Ann to be _____ in this time period.
4. She defended Belfast's _____ and fought for the rights of many, including women and children.
5. Mary Ann insisted that poor house children's education should be _____.
6. Her family contributed to building the poor house in _____.
7. She was aged _____ when she was handing out anti slavery posters.

Words:

1752

Wealthy

Poor

Educated

six

fun

88

Social Activist



Factfile of 10 records.

Pupils must choose child from these factfiles and complete a Diary Entry activity. Images from Adobe Stock.

Children from the poor house



Rose McCracken

Age on arrival: 12
Parents: Orphan
Reason for admission: Swelling on her foot
Job at the house: sewing
Apprenticeship: Mrs Margaret Rogers in Ballynure for three years



Catherine Thornton

Age on arrival: 5
First apprenticeship in Jan 1812 for 5 years as a servant
Returns to the house March 1812 due to not receiving enough food. Catherine is punished for running away.
Second Apprenticeship Dec 1812
She runs away and comes back to the house again. She is sent back to her master.



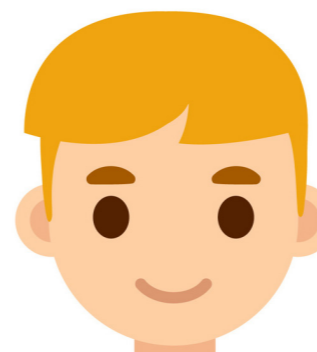
Dorothy Todd

Age on arrival: 6
She was taught how to sew by Miss Elder. The girls within her class had their own timetable which was different to the other girls who lived within the Poorhouse.
1818 she was apprenticed out as a servant



Samuel Hogg

Age on arrival: 8
Parents: Orphan
July 1806 apprenticed out to Carrickfergus, for five years to learn the trade of weaving.
Sep 1806 Samuel returns to the house
Oct 1806 runs away.



Edmund Curry

Age: 7
Major Bayley wrote to the Committee requesting that one of their boys could be trained as a gardener. The Committee agreed
Major Bayley then wrote another letter requesting to apprentice one of the children as a servant. The Committee refused and stated that boys could only be apprenticed out as tradesmen.

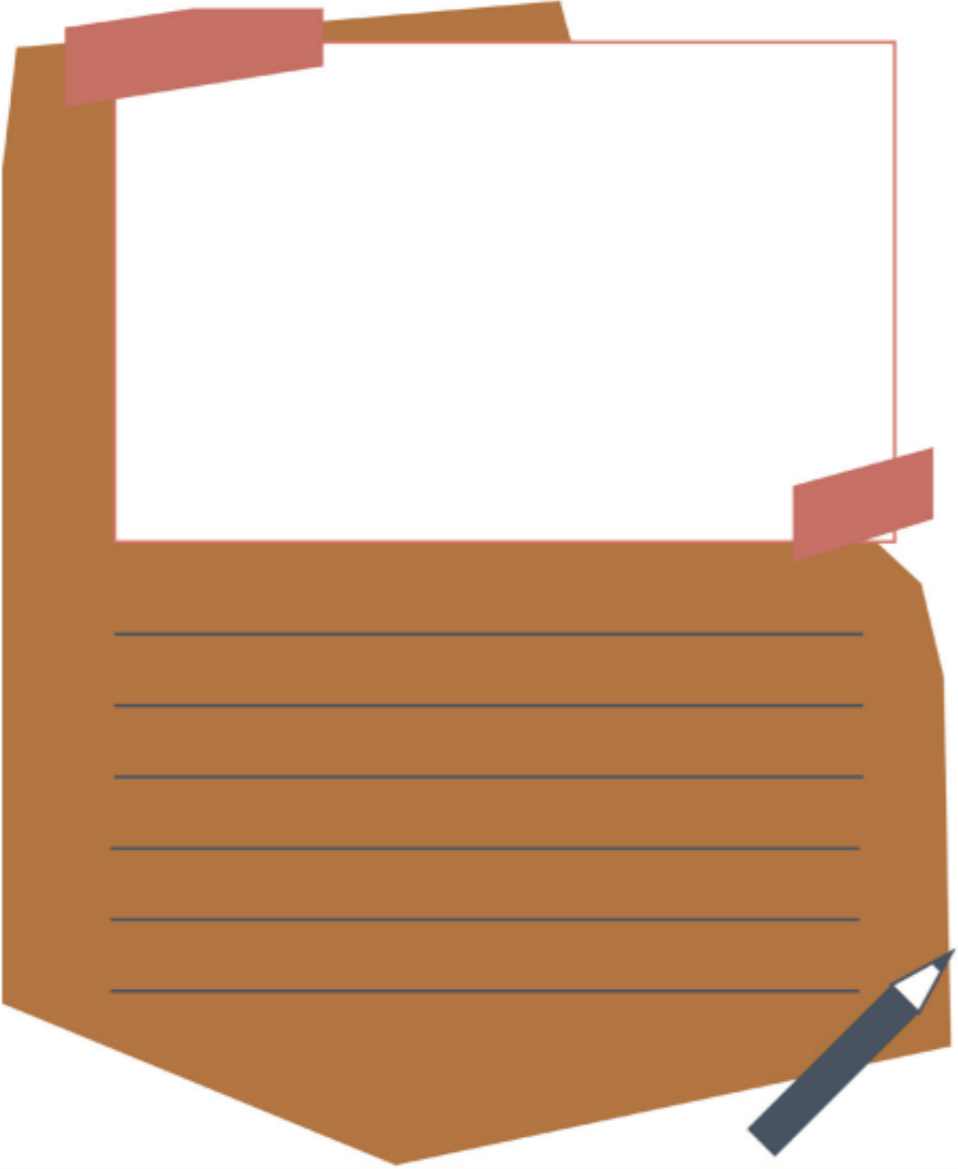


William Bell

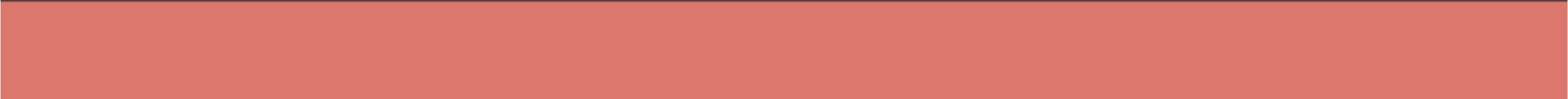
Age: 11
Jan 1816 admitted with his younger brother James who was aged 6. James Bell ran away from the institution in February 1819 after his older brother was apprenticed off
Jan 1819 Both brothers left the Poorhouse but were later readmitted; due to their mother being too poor to provide for both her sons.
William Bell was apprenticed off in North Street, Belfast, for five years to learn how to be a reed maker

Diary entry

Imagine you are one of the children.
Write a diary and draw a scenes of your day.



- Play as one of the children to write the diary in their point of views



KWL sheet

Ties into the curriculum and can be completed before a trip to the house with what I want to know questions brought with them to ask.

Know

What I KNOW

What

What I WANT TO KNOW

Learn

What I have LEARNT



Materials for all year groups

Introduction Powerpoint



Mary Ann
McCracken

And life in the 18th Century

Explains who Mary Ann was, her contributions to the citizens of Belfast and context of time period. A QR code on the last slide goes to the 360 video.



TODAY WE WILL:



Learn about our past in the 18th Century



Investigate past and present issues



Discover a significant person from our past and what she did

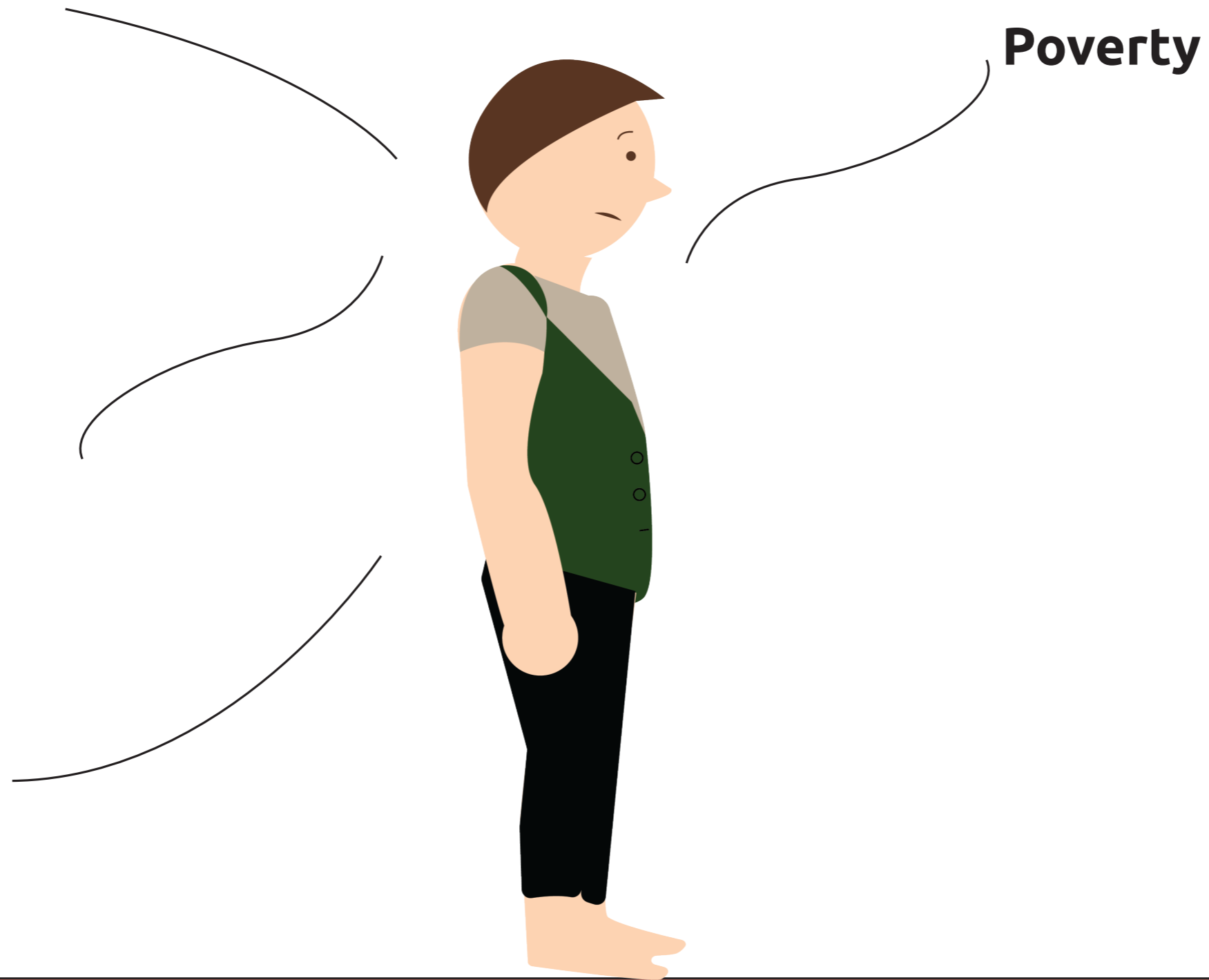
Who do you
think this is?



Mindmap

This is Samuel living in the poor house. List issues he would have faced.

One has been done for you. Tick if these are still present today



Wordsearch

Finish with a word search where all words are related to social injustice/ issues that are still present today e.g poverty.

Past and present issues
All the words you need to find are issues that children back then would have faced, and children in present times still face them.

D	B	I	L	V	Z	Y	X	E	Y	S	R	O
O	P	E	V	Y	Y	A	T	C	P	F	N	L
B	F	H	F	O	B	P	L	R	I	Y	I	H
E	A	Y	G	Z	X	E	E	G	E	E	I	C
Q	L	C	V	H	N	Z	M	J	B	V	W	T
Q	N	O	N	I	E	U	R	C	O	A	O	C
E	I	A	M	E	S	T	R	X	L	H	N	P
K	U	K	S	A	B	X	Q	S	Y	Z	H	V
Q	V	O	J	M	R	U	E	F	O	U	X	X
R	A	J	O	A	H	Y	U	Z	O	G	B	J

Find these words above!

Discrimination	Slavery	Unequal opportunities
Inequality	Sexism	Hunger
Poverty	Racism	Homelessness

Word searches / comprehensions


Colorful / cute charaters (Children in the Poorhouse)

Words searches time!


QZMUWQEOYUJHRAIJVPDLYLZRZUZLKVPCXEBLDTHZCPACIFQKLGNYSEMQUIYXHH
 TXIFJBMRRSNZOLDVOAYBTCJAROGHMM
 QJXBCZNBQPNZYADFINFSSGCPPGGMAV
 VHOIDDIECTKBMDSMVPBBKZFDZSWKZM
 EXSGUEELVRFMTIZIHNMHTXZLQMMUL
 MHWWUJFNKZEMEYGGKTYOLSZIHOWYA
 JSXEBSXAYZKNJSCLOVYWFZQOETNHU
 YNLQDTGSLJBFGCCYVLOMGOCQDHEUJD
 IOBWCVGTJCBXFOAVTXUCPZIKTPZCWY
 DMZBIZDCMMKSHMTFMJCS SBAIU I PAZL
 IAFMXBSHJAJMUMDUHKMXVHLHBZUMLC
 LMXKWKABREQAINEXTZTHUASV IQPCF
 HJLBIXFRKYOYNTCPQTXNPBCGLKOA IW
 RJNVYWKIKARCNTQGOTCBNMTGVIT IUC
 LRYWVGBT LNSJJEXBNOULMDIXZXWGPC
 FILXAWXAJNDICEICSORLMGVGNBUNNQ
 KTIKJNCBFMYJLYBFNJKHFTIUTXXEWT
 OHAHVCVLP CDTINOJVOQBOLSTOMVRVJ
 PXZKAFMEHCCCFLKRKBWCUTSJNHNAI
 TNKBGWYSLRDNTYYICYCPANSSZLWVUF
 PHYCVIDORADNOZXCBLMIJGZEYGTNNV
 DWKNXVOCXCLTNEMGRVHFQOOSINXASKQ
 ZPSYYBBIMKDVHFGANKDTMWTGBFDFAH
 IHOFFAZET EWMOMZWQPJOXWJAPOTKVY
 CVAQTHNTVNSJUFUGCAVHGHAHQENBDN
 KJEIPWBYDTEMSLMA SOOHTECTCGJWCX
 E IOMWIYSHIUTEGKCREODLYGDCXZPVX
 OSJETGERXMOMMAUULCSJWOOWUGRJPX
 NOJJJBIMIRJVVYCJFNTVEEUQWLKKZ

Mary Ann McCracken social activist campaigner Ladies Committee

Belfast Charitable Society Clifton House Poorhouse



Know about Mary Ann McCracken?
 Try to find out the words all about
 me as much as you can!

Read stories of the children and answer questions like
 - what year olds, why he or she comes to Poorhouse

worksheets and activities on clothing

Group role play



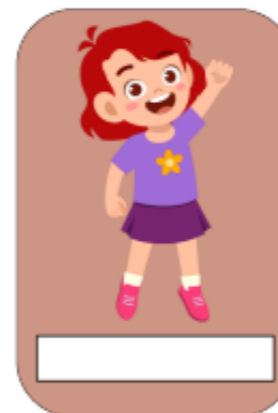
- Costumes (Clothing provided when the children enter the poor house)
- Let students to share what they are wearing that day, then let them guess what the children wore enter the poor house
- Who guess the nearest can try to wear



John Delany



Catherine Thornton



Rose McCracken

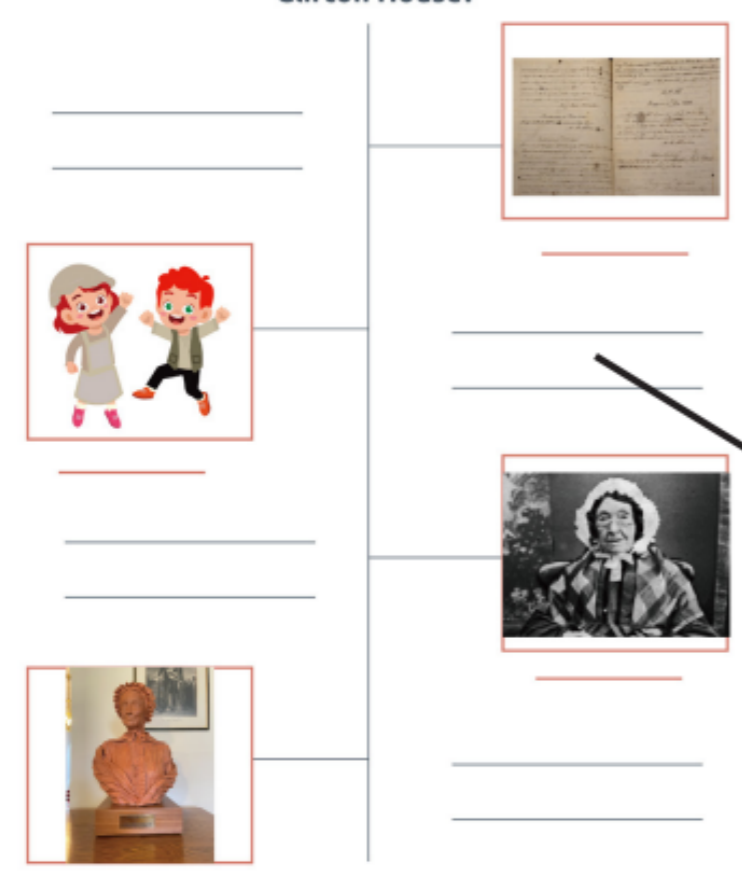
- 12 years old
- nulla
- malesuada
- pellentesque
- elit eget

- Paper stand or cards or headbands (Children in the Poor House)
- Let students to pick one of them, and give them the stories or informations of the children
- Cut out wearing them and role play the children
- Guess who they are
- Fill the color or draw out the image that they think how the children look like
- Ask 'What will you do?' 'How you feel?'
- Explain and tell to think at the end

Past and Present artifacts worksheets


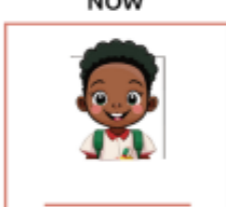




Storyboard with timeline/old things they use...

Let's test if you have learn more after visiting.
Can you done the timeline after the tour in Clifton House?



- Can do on-site or with the 360 videos
- Both words to fill in about the things happened and years happened

Let's try to match up the old things the children use and nowadays items. Don't forget to fill up the names!

OLD		NOW
	•	
	•	
	•	

SAME PROBLEMS FACEING

--	--	--

- Both matching and fill in for things comparing old and now and same problems still faceing now

Nametags

Areas visiting



- The name tag design with the colors and image that represent the Clifton house



- Use the areas they need to visit with the AR in group to see to distribute
- They can do discuss and sharing what they see to each other after the event

Virtual access for all key stages

360 Experience Storyboard 1

Shot 1

Front View

Click to go inside



For a Live demo:



Left View



Right View



Back View



Shot 2

Click to hear or mute
the sound of the bell



Front View



Left View



Right View



Back View

Click to go outside



360 Experience Storyboard 2

Interactive 360 videos/photos/click web



- go straight ahead will go upstairs to

- Playing the videos/photos in the Clifton house
- e.g. If click to close up to some of the doors or bell or statue will have more informations giving
- like by voice-over or few sentences or photos showing



- Will start from outside the front door, go to the atrium, then can go straight ahead, left or right



Examples of links to the curriculum

Taken from the CCEA Progression guidance document, Page 5 and 9.

Suggested line	of progression
Historical Enquiry (Observation)	The 360 video and going to the tour of Clifton House
Historical Enquiry (Questioning)	what do you know, what do you want to know sheet? These questions would be asked on the tour.
Historical Enquiry (Planning)	Supported by the teacher, where they would help the pupils plan out any questions they have ahead of going for the tour of Clifton House
Recording and Communicating	Table and postcard activity worksheet