



Gallus Glasgow



Edward's Story



Glasgow City Heritage Trust



Gallus Glasgow

What is it?

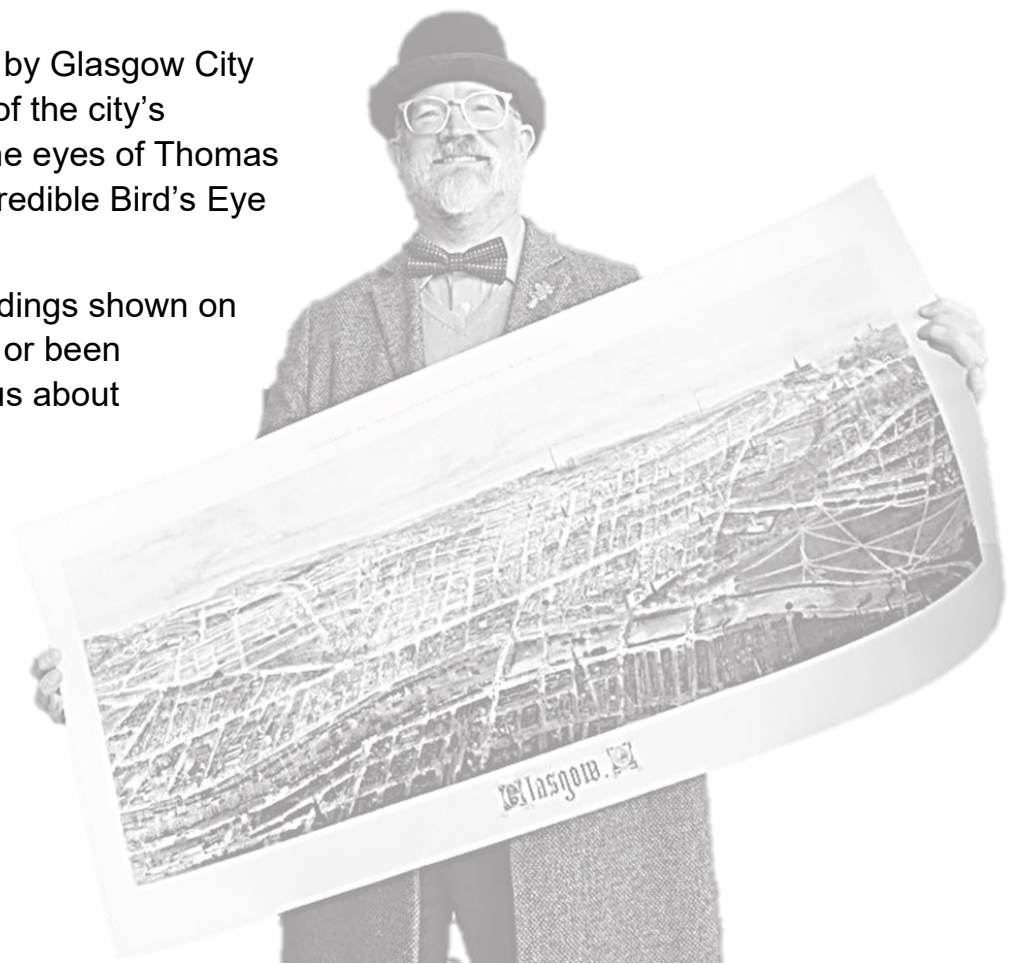
Gallus Glasgow is a digital outreach project, managed and delivered by Glasgow City Heritage Trust. It explores the development of Glasgow during the 'Gilded Age' of the Victorian period, through the eyes of Thomas Sulman, illustrator of the Bird's Eye View of Glasgow, 1864.

Between 1864 and 1914 Glasgow was a thriving centre with an international reputation for design and innovation in industries as varied as textile manufacture and shipbuilding. We believe that this period is crucial to the understanding of Glasgow's Victorian heritage and the promotion of Glasgow as a world city, and through this project we will be celebrating its vibrant artistic and industrial history, encouraging greater understanding of this 'gilded age' within Glasgow's communities, and promoting Glasgow as a place for cultural and historic tourism.

The Trust has digitised, annotated and animated its copy of Thomas Sulman's Bird's Eye View of Glasgow, 1864 to bring Glasgow's built heritage to life and to engage new audiences in the history and heritage of the city. The map and the animation will form the foundation of a seven month long programme of outreach and events from September 2021 til March 2022.

The Gallus Glasgow project by Glasgow City Heritage Trust tells the story of the city's Victorian heritage through the eyes of Thomas Sulman, illustrator of the incredible Bird's Eye View of Glasgow, 1864.

These tours explore the buildings shown on the map, that have survived or been lost, and what they can tell us about Victorian Glasgow.

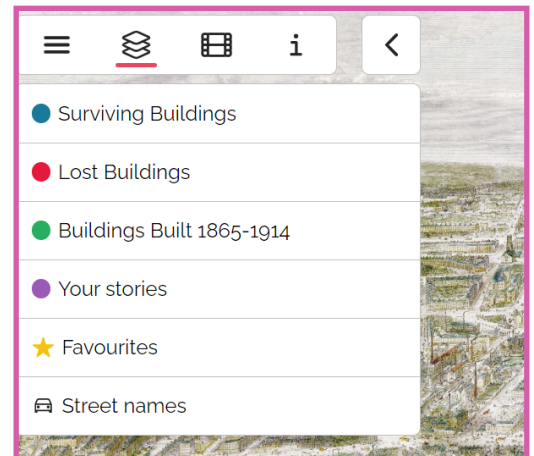


Thomas Sulman's Map of Glasgow

The story of Sulman's map

Step into Thomas Sulman's intricate 1864 map of Glasgow and explore the next 50 years of the city's development, as it became 'the Second City of the Empire'.

Legend has it that Thomas Sulman took to a hot air balloon to draw the map for the Illustrated London News, which gives it a unique and highly detailed perspective. The map captures a city on the cusp of greatness: the Victorians have found success in manufacturing and trading, they've conquered much of the world. They celebrate these achievements by constructing extravagant buildings in which to work, live and meet. It's an exciting time, full of opportunity and optimism.



Explore the interactive map online by visiting:
[https://
gallusglas-
gow.glasgowheritage.org.uk/](https://gallusglasgow.glasgowheritage.org.uk/)

Your Story

Get involved and add your voice to our Gallus Glasgow story! Spotted something interesting? Got a good story to tell about Victorian Glasgow? Tell us what you can see in the map by clicking on 'Tell us your story' in the main menu. Double click on the map to drop a pin and add your information. This will be sent to our team where we will add it to the map permanently. View all the community contributions in the Your Stories data layer.



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Curriculum for Excellence

Experiences and Outcomes

Social Studies:

SOC 2-01a, 2-02a, 2-04a, 2-19a, 2-16a

Technology:

TCH 2-02a

Skills Development Scotland

The Metaskills are the skills employers are looking for in the future workforce. These skills are themed into the following categories:

- 1. Social Intelligence*
- 2. Innovation*
- 3. Self Management*

Edward's Story

Follow a family of five as they navigate a day in 1800's Glasgow - when the spectacularly rich were living side-by-side with some of the poorest in Britain.

There are 5 family members all with different lives and experiences for you to explore:

The Project: For this project learners should focus on the story of the oldest son, Edward. Learners should choose one of the 'Big Questions' below to answer.

Big Questions

- ***How was the world of work in the Victorian era different from the world of work today?***
- ***What impact did the temperance movement have on society?***
- ***How have Glasgow's streets and architecture changed since the 1800's?***

**Further images and photographs to support the delivery of Edward's story can be found in appendix 1.*



A day in the life Edward

6am

Being an organised and efficient, Edward is already up before most of his family. The house is small and crowded and there is not enough room for everyone.

7am

Edward makes his way to the warehouse in the city centre where he works as a clerk. There's always lots of paperwork to get through and it requires great attention to detail.

8am-4pm

Edward is a conscientious and well-organised individual. He enjoys his work and the satisfaction he gets when a job is done well. He is very lucky that he was able to finish his schooling and is able to read and write. Without these skills he might have had to work at the docks with his dad.

4pm-6pm

Although still in his teens Edward is thinking of getting lodgings away from the family home but he is not sure if he can afford it. He pays his mum every week and knows that she relies on this money. He might be in line for a promotion at work so if that happens he might be able to get himself a room somewhere and keep a bit by for his mum each week.

6pm

Edward is finished work at a warehouse in the Merchant City and is walking to a Temperance Society meeting, passing the pubs/entertainment venues/shops of the Trongate/Argyle St, such as the Panopticon Theatre and Argyll Arcade/Sloans.

9pm

Edward joined the Temperance Society as he wanted to stay focused on his future and encourage others to do the same.

10pm

Edward returns home. He tries to stay out for as long as possible so he does not get in his family's way. Eating at the Temperance Society also saves his mum food that she can give to his siblings.

Gallus Glasgow: Edward's Story

What do you already know?

- Edward is the oldest son in this family of five and is in his teens.
- Edward was a clerk for the warehouse. Clerks were part of the office staff. Edward would write and sign off paperwork relating to sales and customers. These positions required workers to be able to read and write.
- The temperance movement promoted abstinence from alcohol. They had teetotal establishments which provided a range of games and other attractions in the hope that men would seek their entertainment (soberly) there, rather than over-indulging in strong drink at the local pub.
- The Scottish temperance movement began with the founding of societies in Maryhill and Greenock in 1829
- Temperance meetings not only gave men a place to go and entertain themselves after work but they also hosted socials for both men and women.
- To join the temperance movement members would have to take an annual pledge and pay a subscription of no less than two shillings and sixpence (about £20 in today's money).
- The temperance movement also had tearooms, hotels and promoted alcohol awareness education.
-

What do you need to know?

Some questions to consider:

1. Why would someone join the Temperance movement?
2. What skills would Edward need to be a clerk?
3. Where could Glaswegians have gone for entertainment in the Victorian era?

Riverside Museum

Riverside Museum is the award-winning venue for Glasgow Museums' transport and technology collections, located where the River Kelvin meets the Clyde. Exhibits include recreations of Glasgow streets from past times, with shops that children can go into and explore. The museum celebrates the people who shaped Glasgow's role in shipbuilding, train manufacturing and engineering.

To book a visit phone:

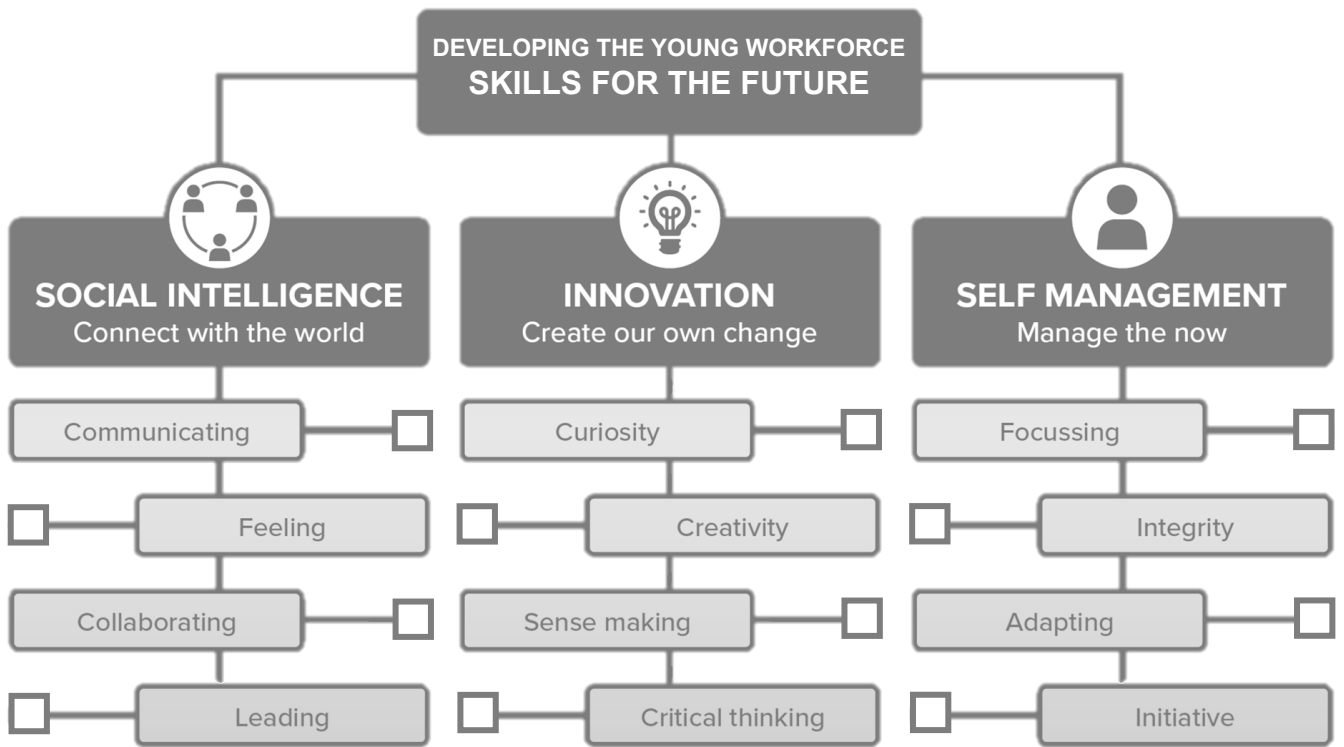
0141 276 9505 / 9506

Or email

muse-ums.schoolbookings@glasgowlife.org.uk



Skills 4.0 Metaskills



Skills Development Scotland—Skills 4.0

Career Education Standard (3-18):

By the end of Second Level

- I can recognise the skills I have needed for work.
- I can identify people in my network who help me broaden my horizons.
- I can discuss the relevance of skills to the wider world and make connection between skills and the world of work.

By the end of Broad General Education (BGE)

- I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work.
- I can access advice and support to help me make informed choices about further learning and opportunities.
- I can investigate and assess ethical issues in business and trade decisions.

KWL

What do we know?

What do we want to know and
how will we find out?

What have we learned and how
do we going to share?

Outdoor Learning

What are the planned outdoor learning opportunities?



Challenge Questions

Have local links been taken into consideration to contextualise learning and make it more relevant for learners?

Are there opportunities for partners/other school staff to be involved?

Is there a shared goal among learners and have the skills required to achieve this been identified?

Have relevant cross curricular links been made?



Pupils should use a **Gantt Chart** to plan their project. The titles in the Gantt Chart below are **suggested**.

Tasks									
Select project									
KWL									
Planning									
Research and investigation									
Idea generation									
Partnership working									
Analyse and evaluate									
Draw conclusions									
Sharing solution									

Appendix 1: Supporting Images

Edward's Story



Typical street view



Argyle Arcade Glasgow

Supporting Images Edward's Story

ADVERTISEMENTA 215




Portable Aerated Water Machines for Making, Dispensing, and Cooling Soda and Mineral Waters, Aerating Still Wines, Sarsaparilla, Champagne Cider, &c.

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New Slate Beds.



Balls Adjusted and Coloured.

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Advert for manufacturing warehouse

Supporting Images

Edward's Story



Argyle Arcade entrance



Street light

Supporting Images

Edward's Story



Slones, Argyle Street entrance

Supporting Images

Edward's Story



Slones, Argyle Street entrance

Supporting Links Edward's Story



[Kids Trail Toolkit](#)



[Britannia Panopticon](#)

Glasgowlife

[The People Palace](#)

Glasgowlife

[Riverside Museum](#)

Glasgow Museums Learning Programme

Glasgow Museums full learning programme for schools, with information on booking and curriculum links, can be found here:

<https://www.glasgowlife.org.uk/museums/learning>

Workshops are FREE for all Glasgow City Council primary schools, apart from 'Back in Time with Maud' at Riverside Museum, which is an actor-led session and therefore has a fee. Workshops and self led visits must be booked in advance, call 0141 276 9505/ 9506 or email museums.schoolbookings@glasgowlife.org.uk

Glasgow Museums Art Competition

Glasgow Museums also run an Art Competition for young people every year from February until the end of May. Drawings must be done in-situ within one of their museum venues and entries are judged each year by contemporary artists and educators.

(Then see specific museums/workshops for each resource below)

Link to GCHT Kids Heritage Trails:

<https://www.glasgowheritage.org.uk/kidstrails/>

Link to GCHT Kids Heritage Trail Toolkit:

<https://www.glasgowheritage.org.uk/kids-trail-toolkit/>

Supporting Links

Edward's Story

Riverside: Back in Time with Maud - First Level, Primary 2-3 (Fee applies)

Travel back in time with this actor-led session. Join Maud as she sings, rhymes and story-tells her way along our old Glasgow street. Discover the stories of the people who live and work there – visiting the subway, the Italian café and a dressmakers 'shop along the way. A unique, interactive session allowing younger pupils to discover Glasgow in times gone by.

Riverside Museum: Ship Design - First Level, Primary 2–4

Become scientists, designers, and engineers. Explore different ships in the museum; learn how they were designed and constructed through looking, handling and discussing. Use what you have learned to explore different materials to make your own 2D or 3D ship.

TCH 1-12a; EXA 1-02a

Riverside: Powerful Stuff - First Level, Primary 2–4

How does a tram move without electricity? How can a car operate on steam? How did we fly before aeroplanes? Find all this out and more as we take an interactive look at some of the most exciting and innovative types of transport from over 100 years ago and discover how they shaped the transport we use today.

SOC 1-02a

Riverside: A Greener Journey - First / Second Level, Primary 3–7

What is a sustainable mode of transport? Starting with fossil fuels we will explore how travel can impact our environment and discover the new technologies that are changing how we get around. Pupils will be challenged to overcome the barriers to sustainable transportation by investigating, discussing and designing alternative possibilities.

SCN 2-04b; TCH 2-02b; SOC 2-08a

Supporting Links

Edward's Story

Riverside: Victorian Travel - Second Level, Primary 5–7

A cabriolet, omnibus, tram, or cycle – which would you take to get around the city? Travel back in time with us as we explore a time when the Victorians powered forward in the worlds of technology and innovation. Analyse the impact that increased industrialisation and colonial trade had on the world today.

SOC 2-04a

GoMA: A Greener Glasgow – walking tour, Second Level, Primary 5–7

Starting inside the gallery with an introduction to Glasgow's growth and industrialisation, this session then moves outside for a walk around the city centre. Together we'll look at initiatives and changes which have been made to make it greener, such as electric vehicles, pedestrianisation and urban greenspaces. Please dress for walking and weather. Route approx. one mile and includes several road crossings. Additional pre-visit information will be provided to assist teachers in writing their risk assessment.

SOC 2-06a; SOC 2-08a; SOC 2-09 a

People's Palace

The People's Palace explores the development of the city and people of Glasgow from 1750 to the present. Children can discover how Glasgow became the industrial 'workshop of the world', see how a whole family lived in a 'single-end', and follow the good times at the dancing or 'doon the watter'. Workshop bookings are not currently being taken for the People's Palace. However, at the time of writing, schools are still welcome to visit as part of a self led tour. This must be booked in advance:

<https://www.glasgowheritage.org.uk/kids-trail-toolkit/>

