



Gallus Glasgow



Elizabeth's Story



Glasgow City Heritage Trust



Gallus Glasgow

What is it?

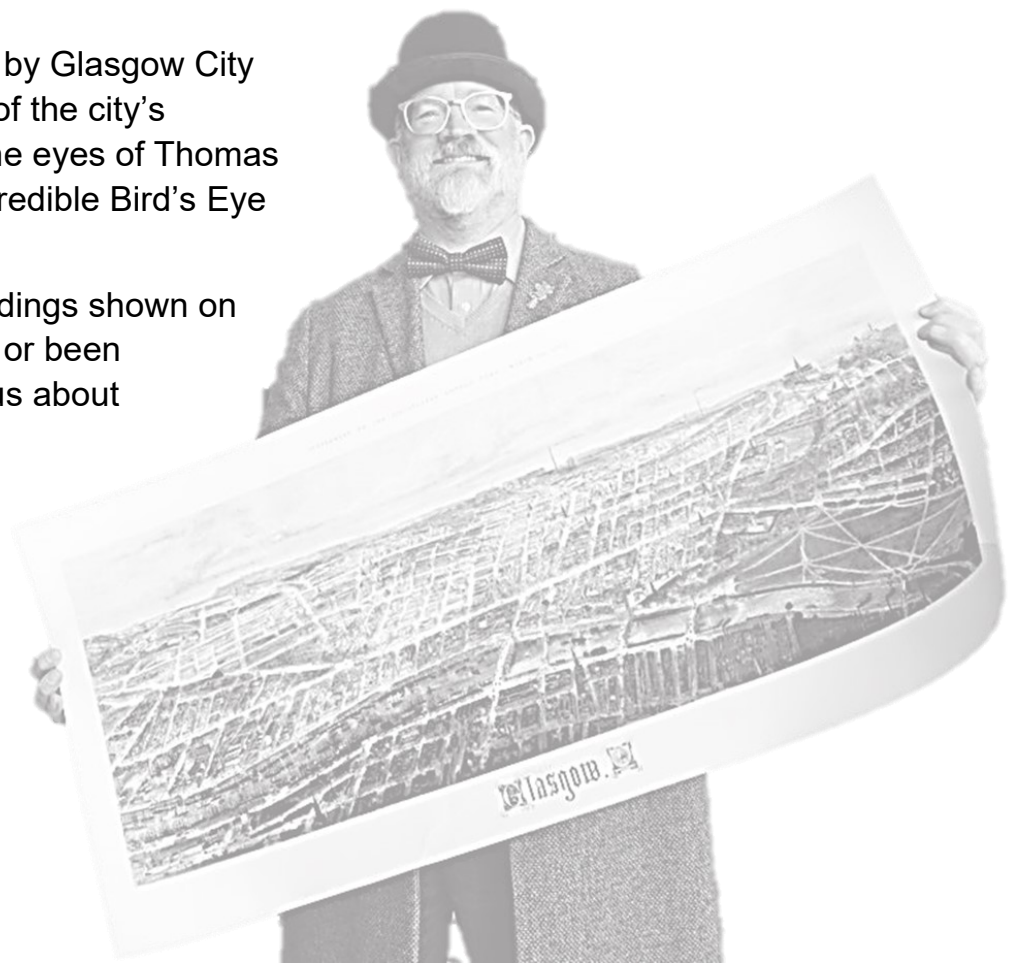
Gallus Glasgow is a digital outreach project, managed and delivered by Glasgow City Heritage Trust. It explores the development of Glasgow during the 'Gilded Age' of the Victorian period, through the eyes of Thomas Sulman, illustrator of the Bird's Eye View of Glasgow, 1864.

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 to 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.

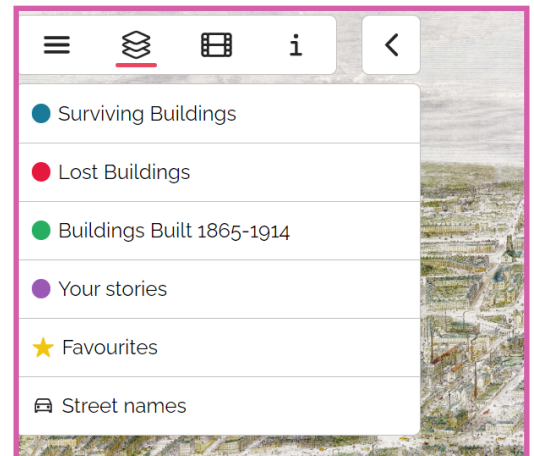


Thomas Sulman's Map of Glasgow

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.



Gallus Glasgow

Elizabeth's Story

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

Elizabeth'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 daughter, Elizabeth*. Learners should choose one of the 'Big Questions' below to answer.

Big Questions

- ***Is it right to have servants?***
- ***Should children under 18 be allowed to work?***
- ***What should all employers have to do in order to give 'workers rights'?***
- ***What rights should live in servants have had?***

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



Trinity College from Sauchiehall Street



Woodlands 1870s

A day in the life Elizabeth

5am

Elizabeth wakes up, gets herself ready and has breakfast with the other servants.

6am—8am

Elizabeth stocks the fires in the Webster's house, ready for the family waking up. Elizabeth works in the kitchen, preparing for the day ahead. She needs to make sure that breakfast, lunch and dinner are prepped ahead of a busy day serving the family.

8-10am

Elizabeth helps the female members to get ready for the day. This includes helping them get into their underclothes and dresses, styling their hair and adding accessories.

10-12pm

Elizabeth will then clean and tidy the family bedrooms whilst they are having their breakfast which is being prepared by the cook of the house. She will have other chores around the house that she will do before lunch is served.

12-6pm

Elizabeth will be on hand throughout the day for any of the family's needs. She will also do various jobs around the house to keep it looking it's best and to always be ready, should visitors decide to stop by.

6-8pm

Elizabeth will then help to serve dinner to the family and any guests that have been invited. Elizabeth will eat after the family have eaten, all the servants are provided with a warm meal but nothing as grand as the Webster family.

9pm

Elizabeth boils water and fills baths ready for the family members to bathe in. Elizabeth turns down the families beds and helps the females in the family remove and store their clothes.

11pm

After tidying away for the day it is time for Elizabeth to go to bed. She doesn't often get a day off so it is important to take the rest when she can.

Gallus Glasgow: Elizabeth's Story

What do you already know?

- Elizabeth is the daughter in this family of five and is in her late teens.
- In 1800s it was usual for children in their late teens to become domestic servants and stay with the family they served.
- Younger employees were much cheaper to pay than experienced older employees.
- Many female workers moving to Glasgow at the time found employment in domestic service.
- Most female domestic servants would often commence service in their late teens and work through into their early twenties, living with their employer.
- They would usually leave service once married and according to the census, have 'no occupation'.
- Servants could be dismissed without a reference if they had been accused of stealing or other short comings. This made it very difficult to find another job in service and could mean becoming homeless and having to take up more dangerous ways of making money.

What do you need to know?

Some questions to consider:

1. What are the differences between your life and Elizabeth's life?
2. Why does Elizabeth not go onto college or university after school?
3. What is Elizabeth likely to do as she gets older?

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:

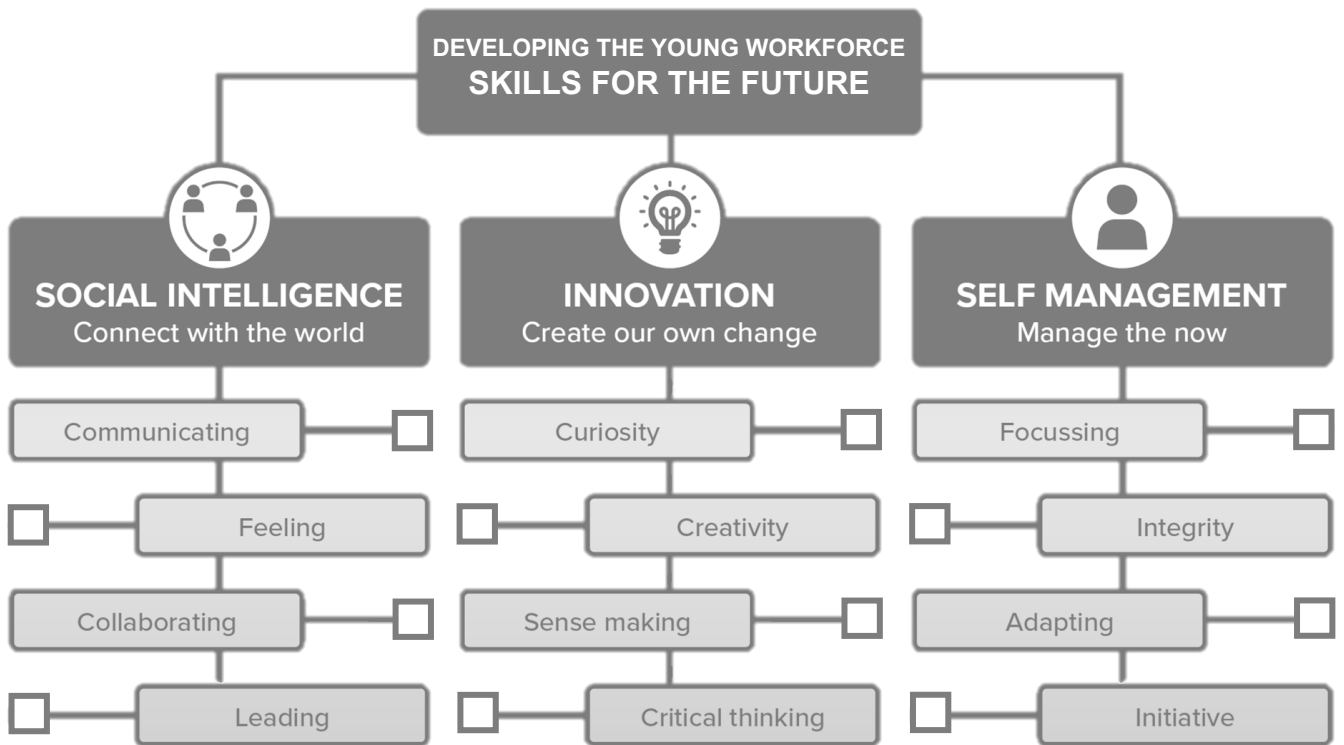
0141 276 9505 / 9506

Or email

[muse-
ums.schoolbookings@glasgowlife.org.uk](mailto: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

Elizabeth's Story



CCA building when originally built in 1870



Somerset Place 1840s - still there on Sauchiehall Street

Supporting Images Elizabeth's Story



Charing Cross 1870's



Trinity College from Sauchiehall Street

Supporting Images

Elizabeth's Story



Charing Cross 1870's



Supporting Links Elizabeth'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

Elizabeth'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: 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

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. Children can get a feel for what it must have been like for Elizabeth to go shopping, before there were large supermarkets, by visiting the Buttercup Dairy.

