



# Gallus Glasgow



## Heather's Story



Glasgow City Heritage Trust



# Gallus Glasgow

## *What is it?*

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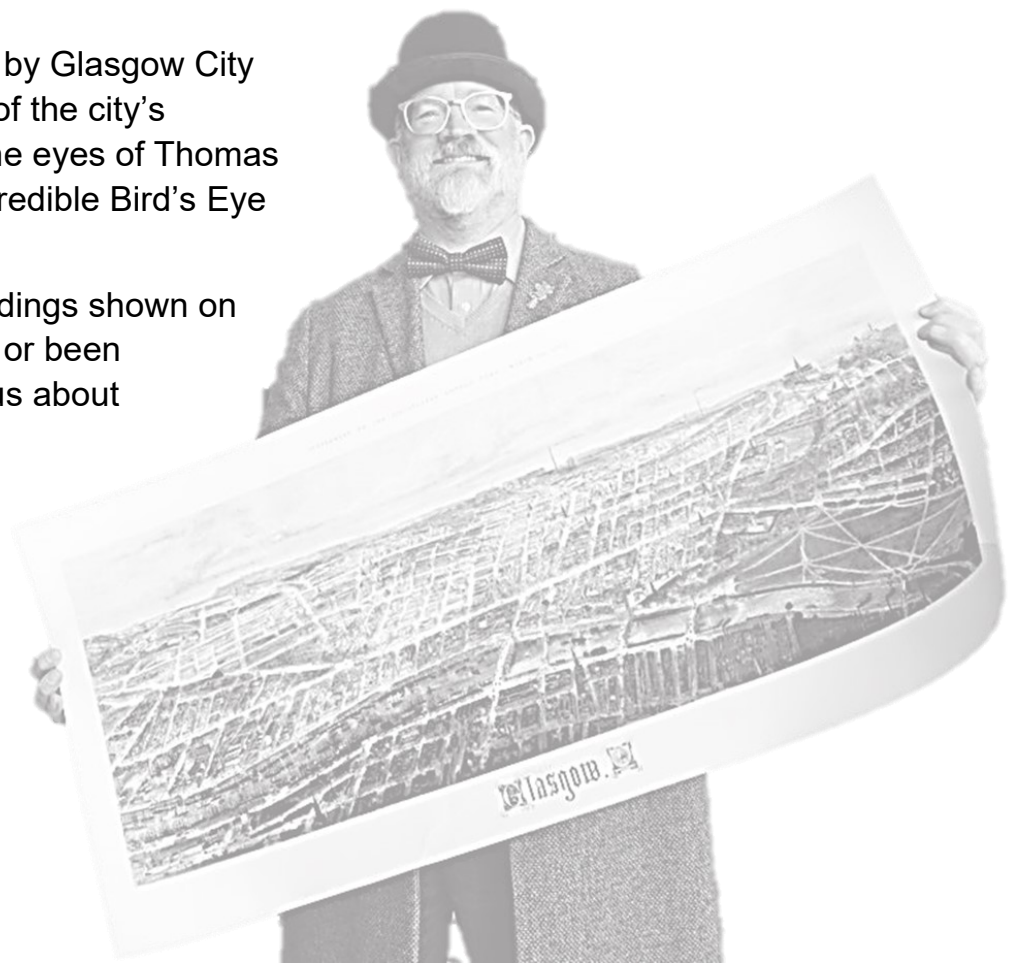
Gallus Glasgow is a digital outreach project, managed and delivered by Glasgow City Heritage Trust. It explores the development of Glasgow during the 'Gilded Age' of the Victorian period, through the eyes of Thomas Sulman, illustrator of the Bird's Eye View of Glasgow, 1864.

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.

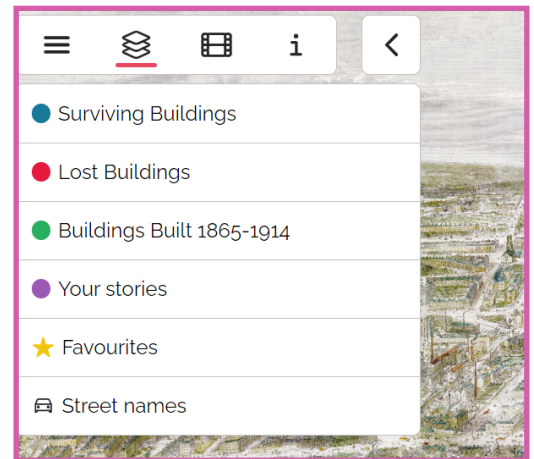


# Thomas Sulman's Map of Glasgow

## 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://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

## *Heather'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

### Heather'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 mother, Heather. Learners should choose one of the 'Big Questions' below to answer.

### Big Questions

- **How was home life in the 1800's different from now?**
- **What was life like for women in the Victorian era?**
- **Why was Glasgow known as the second city of the Empire?**

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



# A day in the life Heather

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**5am**

Heather wakes early. She has to prepare breakfast for her family and get ready for work. She washes at the sink but needs to go outside to use the shared toilet.

**7am**

Walking to work at a carpet factory alongside Glasgow Green Heather sees all the activities taking place on the green, washing, drying, industry etc.

**8am-4pm**

Heather will have a number of tasks today. She is not a trained weaver like some of the male apprentices. She will spend the day ensuring that the weavers have what they need to make the carpets. This includes cleaning the loom room of any debris and wrapping wool around bobbins or stitching patterns into the carpet.

**4pm-5pm**

After work Heather's day does not slow down. She goes to Glasgow Green and joins other women washing to wash her families clothes and bed sheets. This needs to be done regularly as the housing conditions are not clean.

**6pm**

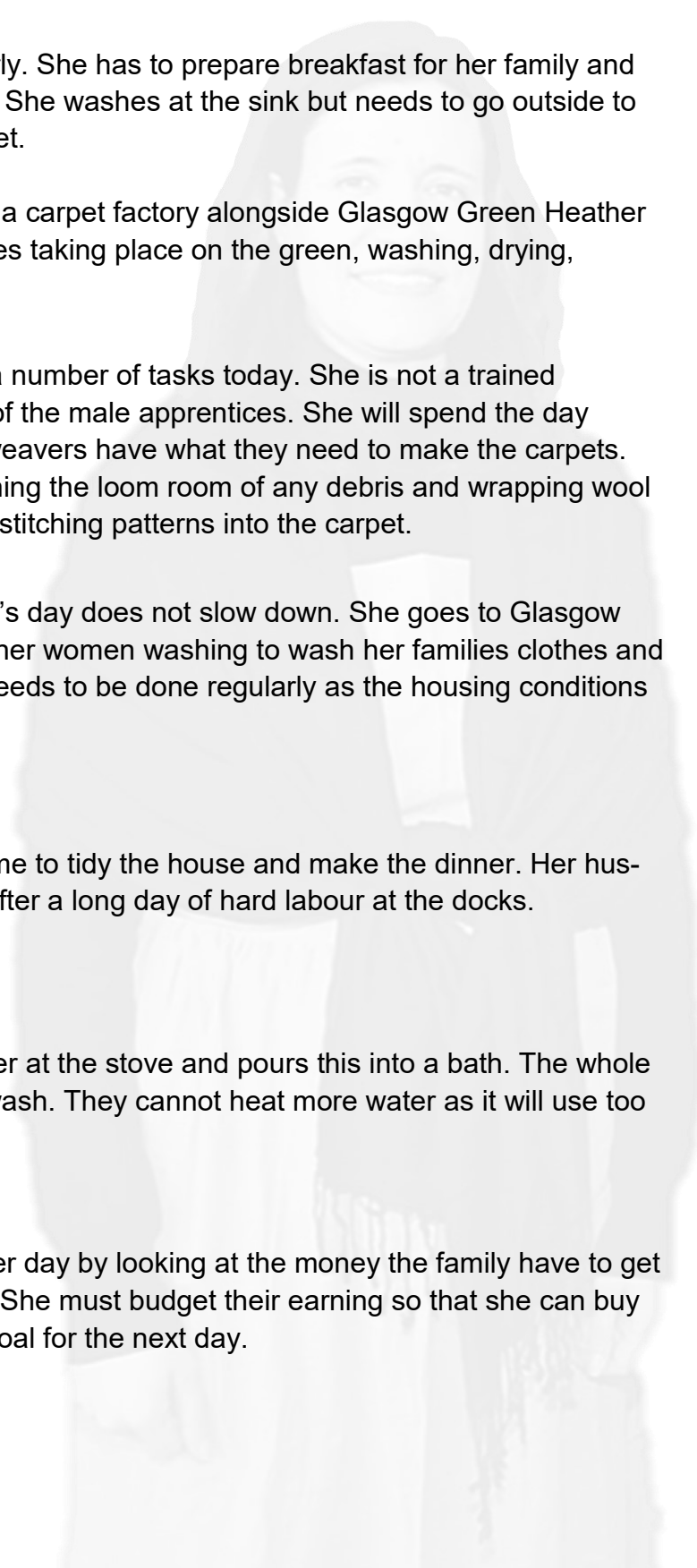
Heather heads home to tidy the house and make the dinner. Her husband will be tired after a long day of hard labour at the docks.

**9pm**

Heather heats water at the stove and pours this into a bath. The whole family use this to wash. They cannot heat more water as it will use too much coal.

**10pm**

Heather finishes her day by looking at the money the family have to get through tomorrow. She must budget their earning so that she can buy enough food and coal for the next day.



# Gallus Glasgow: Heather's Story

## What do you already know?

- Heather is the mother in this family of five and is in her mid 40's.
- Glasgow Green was one of the city's first public spaces and was originally used for washing and drying clothes, grazing, or drying fishing nets. This represents an opportunity to show how closely linked leisure and industrial life was in Glasgow.
- The carpet firm of "James Templeton & Son" was established in Bridgeton in 1839. You can still see the factory building next to Glasgow Green. The factory specialized in "picture carpets", such as the Twelve Apostles Carpet which they exhibit in Paris in 1867.
- Cotton and wool for carpets was shipped to Glasgow from all over the world. Cotton was a major trade for Glasgow in the Victorian era.
- Conditions were hard for workers in the carpet factories. The number of looms in any one place could vary between four and sixty six.
- Weaving was often a family affair that was passed from generation to generation. Boys could be hired as apprentices and become master weavers. Girls became bobbin winders. This is wrapping strings of wool around a bobbin so it could be used in the loom.

## What do you need to know?

Some questions to consider:

1. What are the differences between work opportunities for boys and girls during this time.
2. Why would it have been difficult to raise a family during this time?
3. Why did women from poorer households normally manage the money?

## 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**

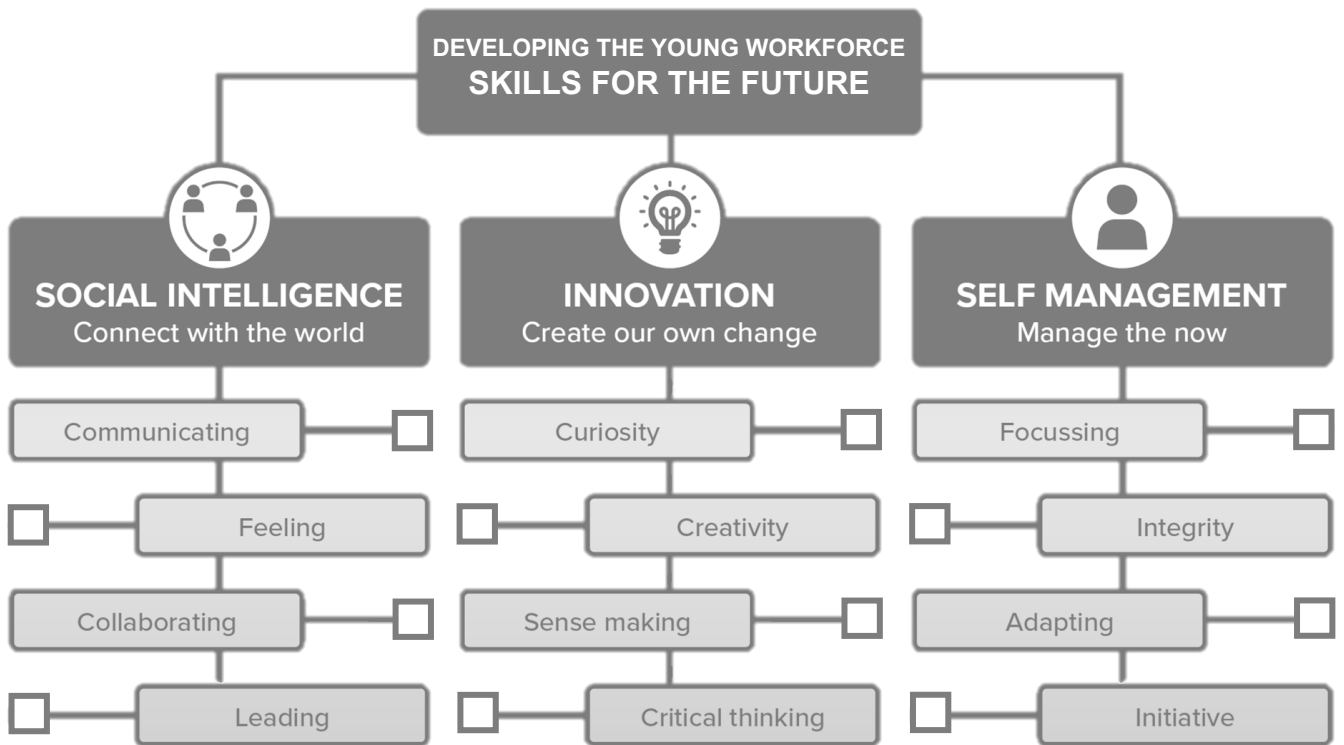
Or email

[museums.schoolbookings@glasgowlife.org.uk](mailto:museums.schoolbookings@glasgowlife.org.uk)



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# 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?





# Appendix 1: Supporting Images

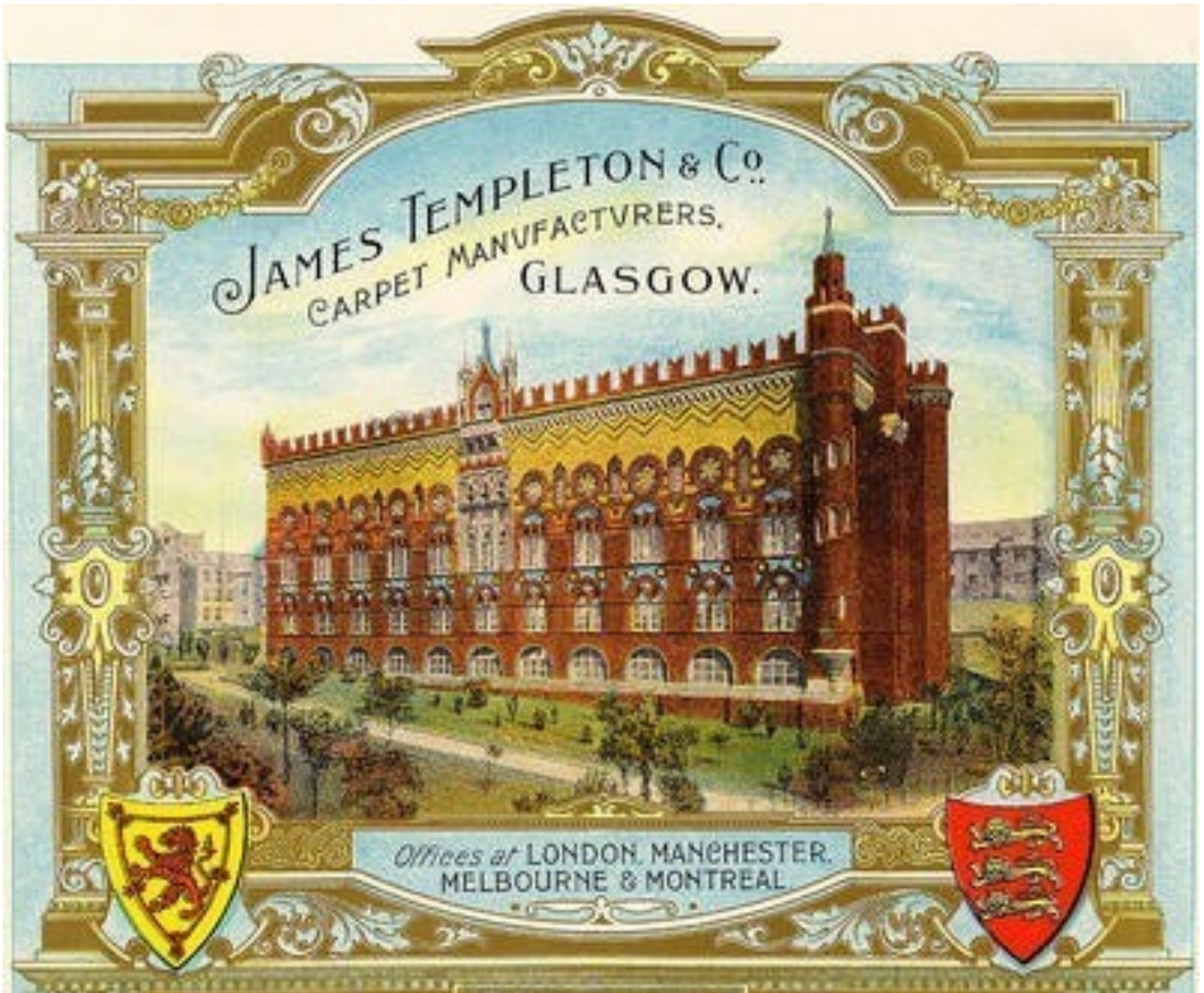


THE WEAIVING-SHED, WHERE THE BODIES OF THOSE KILLED WERE "FOUND."  
FALL OF MESSRS. J. AND J. TEMPLETON'S CARPET FACTORY, GREENHEAD, GLASGOW.

# Supporting Images

## Heather's Story

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Advert for Templeton's carpet factory at Glasgow Green

# Supporting Images

## Heather's Story

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Weaver apprentices



Tenement garden

# Supporting Images

## Heather's Story

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Glasgow Green washing lines

# Supporting Images Heather's Story

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# Supporting Links Heather's Story

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Glasgow City Heritage Trust

[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](mailto: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

## Heather's Story

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### **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.



