



Gallus Glasgow

George's Story



Glasgow City Heritage Trust



Gallus Glasgow

What is it?

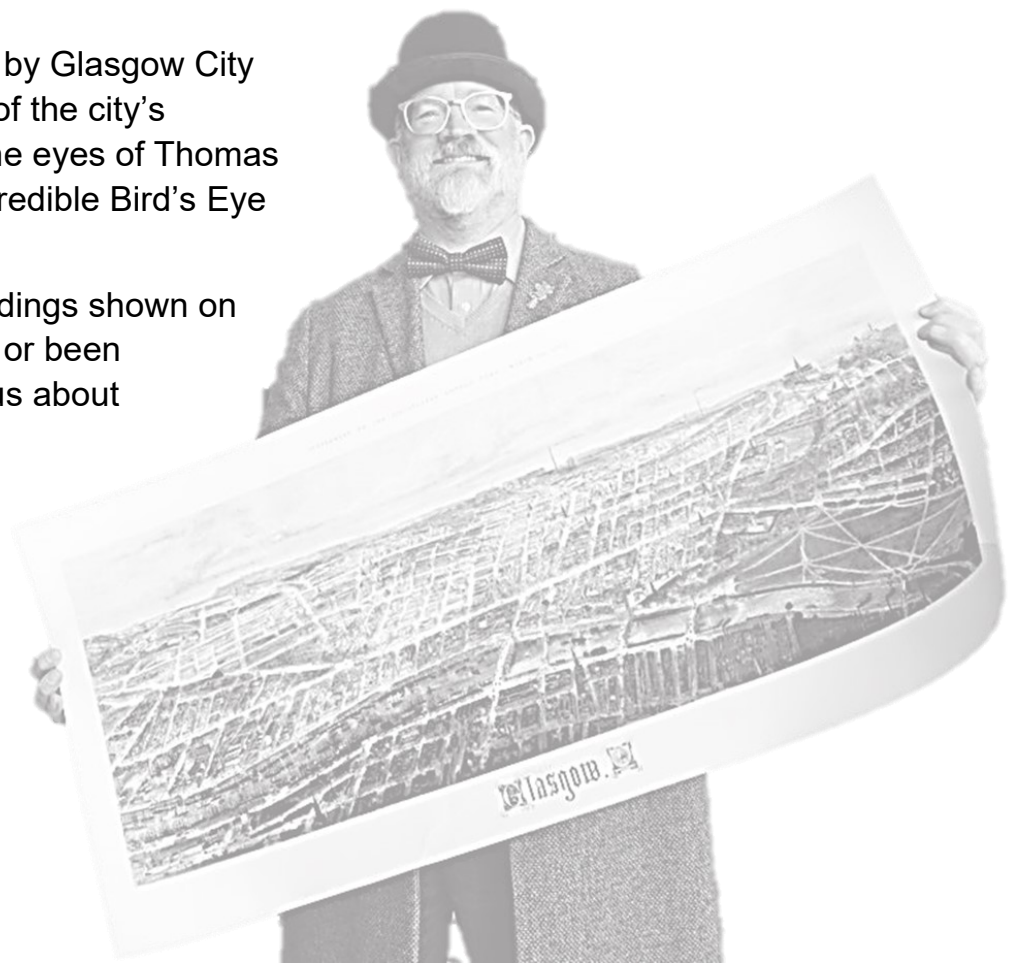
Gallus Glasgow is a digital outreach project, managed and delivered by Glasgow City Heritage Trust. It explores the development of Glasgow during the 'Gilded Age' of the Victorian period, through the eyes of Thomas Sulman, illustrator of the Bird's Eye View of Glasgow, 1864.

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.

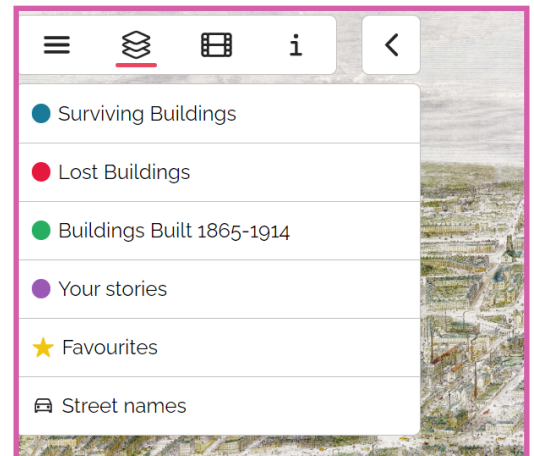


Thomas Sulman's Map of Glasgow

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

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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

George'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 youngest son, George*. Learners should choose one of the 'Big Questions' below to answer.

Big Questions

- ***What is a right?***
- ***Should children have the right to work?***
- ***Would George's life be different if he was a girl?***
- ***Did every child in the 1800s have a life like George?***
- ***How has factory work changed since the 1800s***

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



A day in the life George

5am

It is early morning with daylight yet to appear but George can already hear his family and neighbours up and getting ready for work.

6am

Ducking and diving through the narrow congested closes on his way to work in a match factory on Duke Street.

6am - 12pm

Like other children in the match factory George is asked to do a number of jobs in the factory. This can include cleaning machines and dipping matches into a dangerous chemical called phosphorous. He and the other children that work in the factory are also use to help fix machines when they get jammed or clogged, his small hands are the only ones that fit in the machines.

12pm

He finds his work at the match factory boring and it's hard to keep his concentration during the long shift, he gets distracted easily. Most of George's friends go home at lunch for something to eat but it is too far for him so he usually brings a piece with him.

6pm

George completes his 12 hour shift in match factory. Time to make his way home. He tries to get home quickly as he does not want to bump into drunk people or get into any trouble.

6.30pm

Mum normally has hot meal on the table for George depending on her shift pattern. George gives his mum any money he has made from the day. He would like to keep some for himself but knows that his family needs it more.

7pm

Mum shoos George out of the house so she can cook and clean. George wishes he could play with his siblings but his sister Lizzie lives with a family in the West End and his brother also works in a warehouse.

9pm

George goes home to get ready for bed. His family live between 2 rooms in a tenement flat. George washes at the kitchen sink but need to go outside to use the shared toilet.

Gallus Glasgow: George's Story

What do you already know?

- George is the youngest son in this family of five and is 10 years old.
- In 1800s it was usual for children to work to supplement the family economy and the exploitation of child labour was rife.
- Children were much cheaper than adults as a factory owner did not have to pay them as much.
- Children were small enough to crawl under machinery to tie up broken threads.
- There were plenty of children in orphanages, so they could be replaced easily if accidents did occur.
- 1872 Education Act that schooling became compulsory for those aged five to thirteen. At this time Scotland moved to a system of state funded, mostly free, schools, run by local school boards.
- In 1862, on the wishes of Queen Victoria, the Children's Employment Commission was instructed to investigate child labour and the conditions in which they were working in. Their first report includes details of the Lucifer Match factory on Duke Street in the East End. At the time it was thought to be the only place in Britain at which the whole process of match making was undertaken, from sawing large timbers into planks to completing the boxes.
- In March 2021 the Scottish Parliament voted to incorporate the UNCRC into Scots Law

What do you need to know?

Some questions to consider:

1. What are the differences between your life and Georges life?
2. Why does George not go to school?
3. What jobs is George likely to have as he 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:

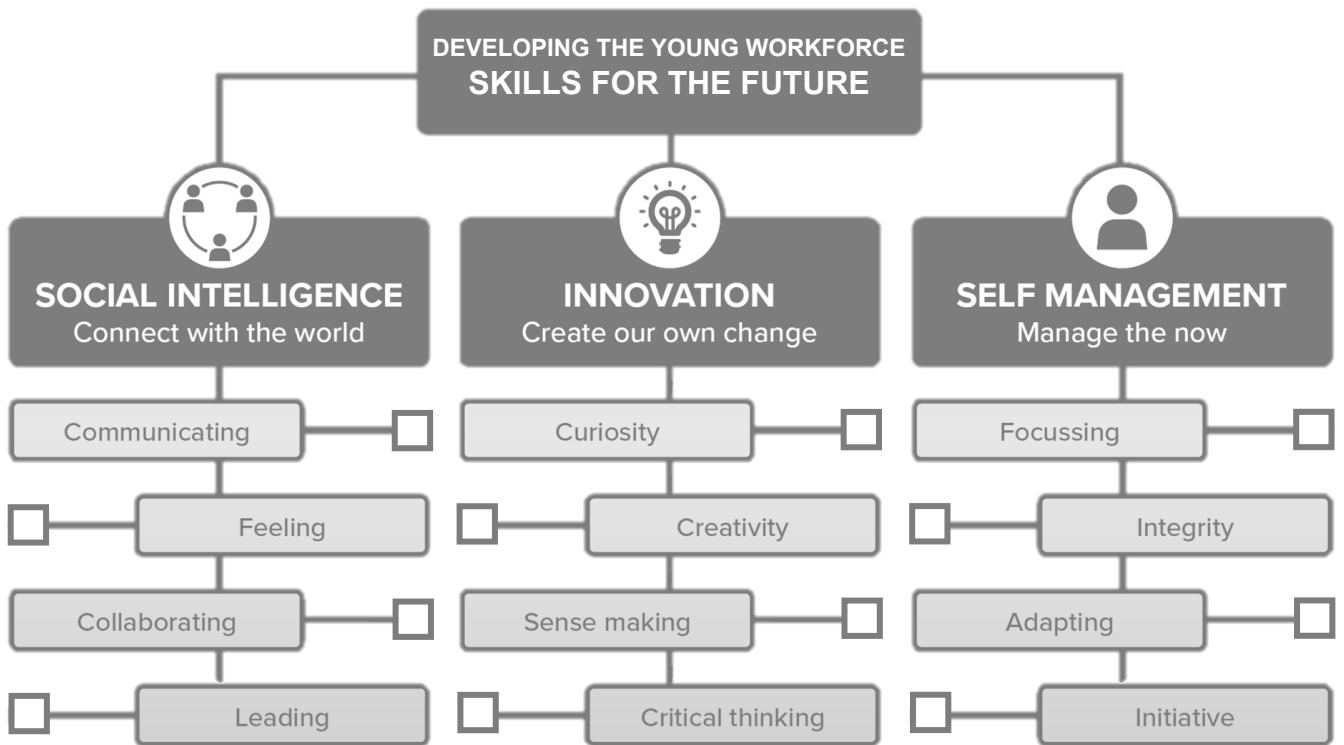
0141 276 9505 / 9506

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

George's Story



Supporting Images

George's Story



Narrow lane in between East End buildings

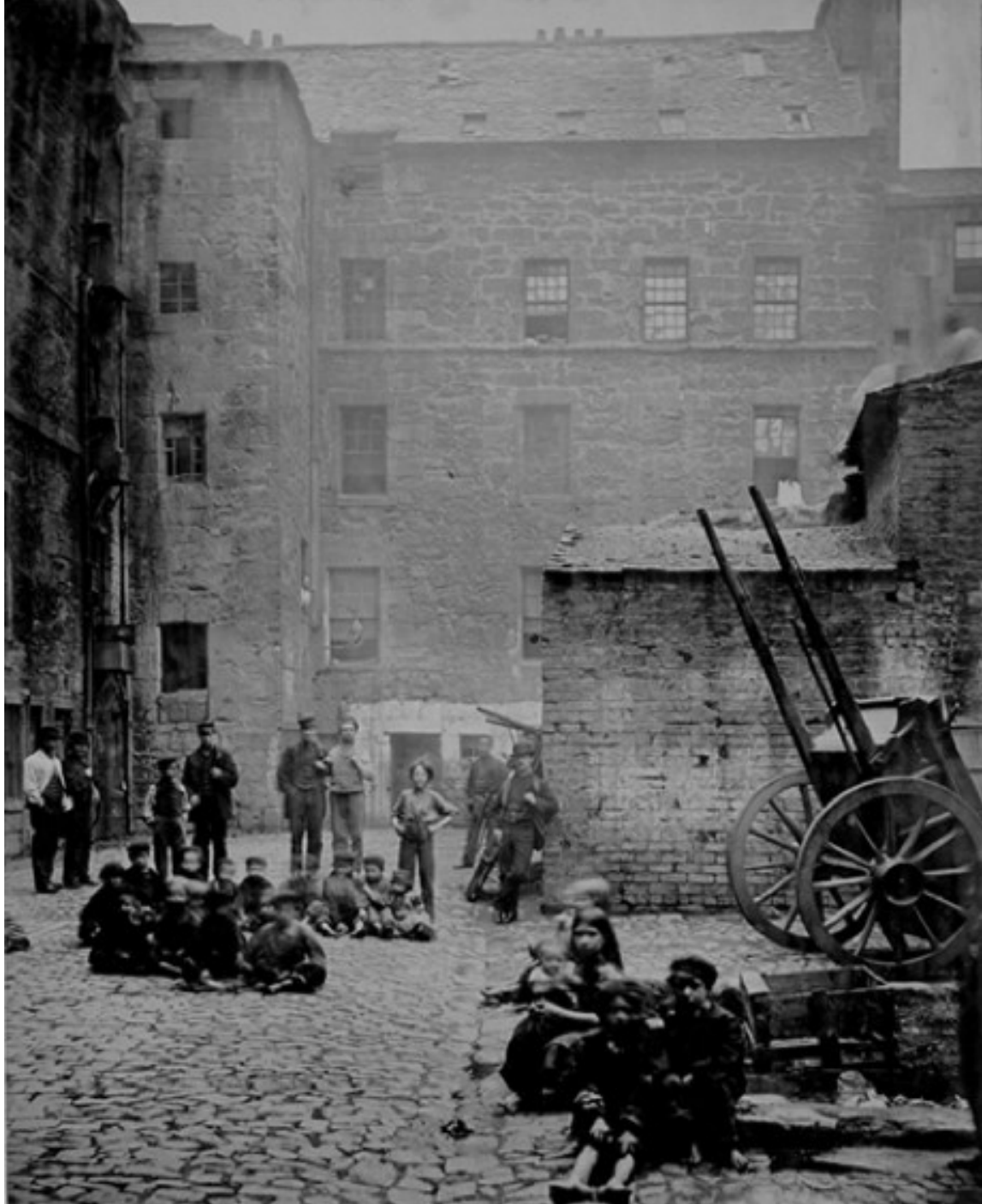
Supporting Images George's Story



Residential street

Supporting Images

George's Story



Groups of working children outside factory

Supporting Images George's Story



Supporting Links

George'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

George'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.

