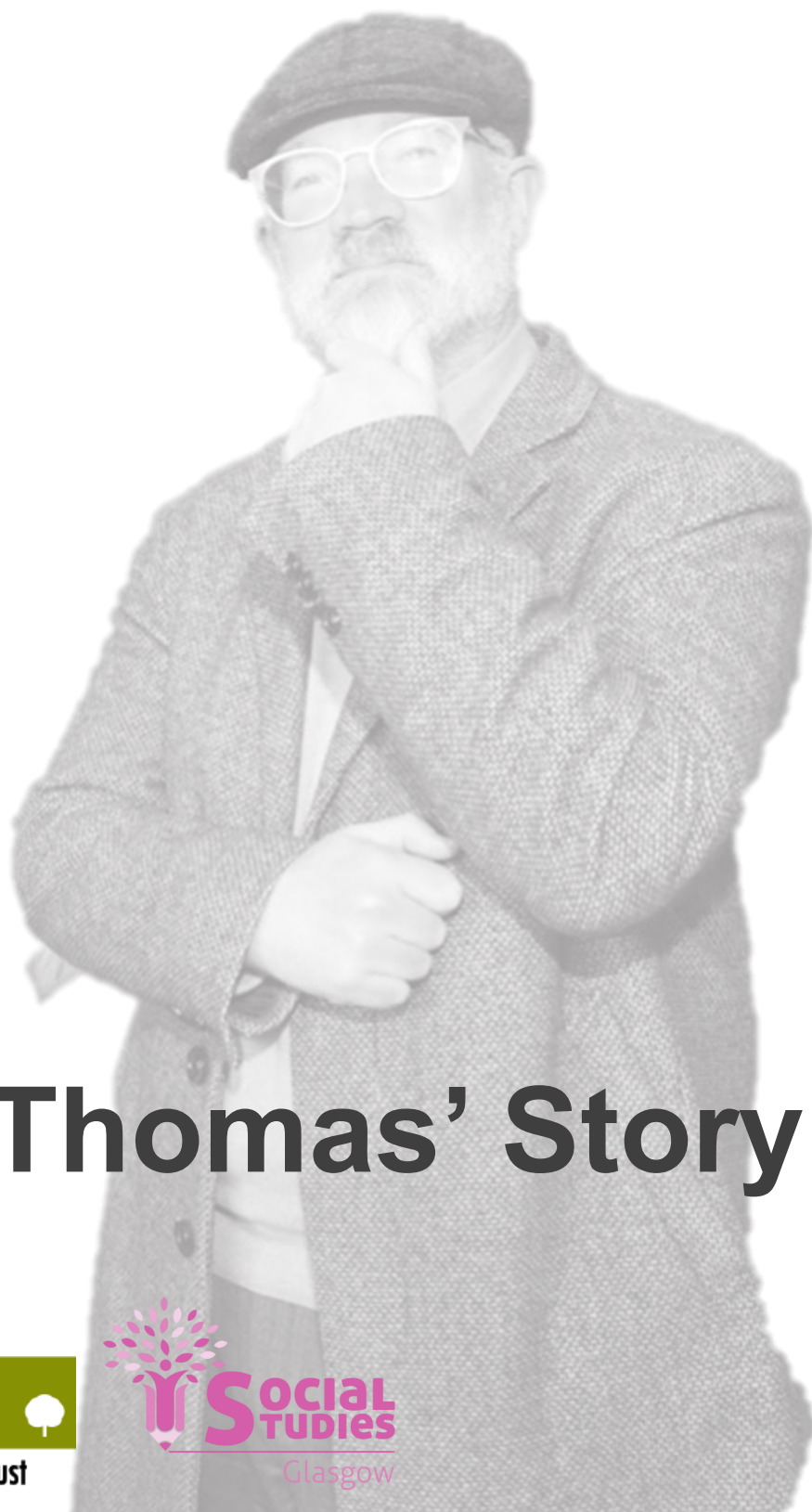




Gallus Glasgow



Thomas' Story



Glasgow City Heritage Trust



Gallus Glasgow

What is it?

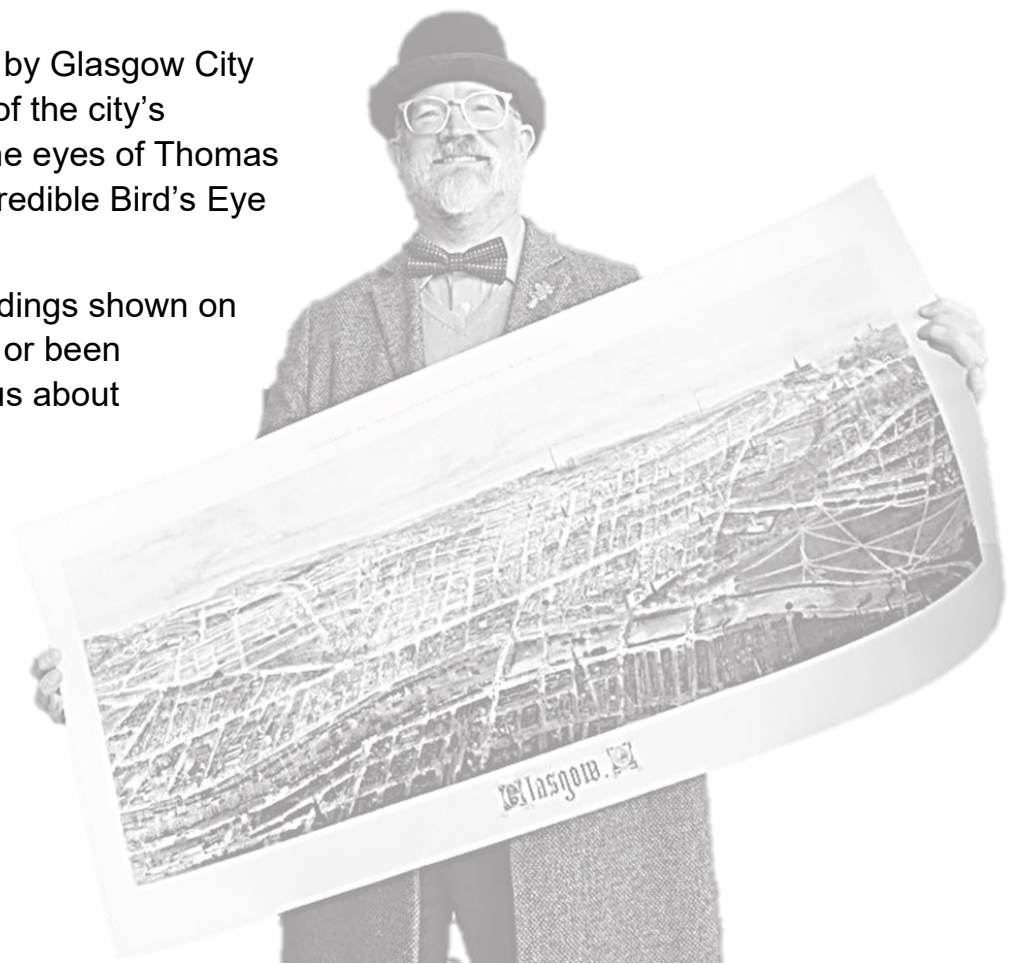
Gallus Glasgow is a digital outreach project, managed and delivered by Glasgow City Heritage Trust. It explores the development of Glasgow during the 'Gilded Age' of the Victorian period, through the eyes of Thomas Sulman, illustrator of the Bird's Eye View of Glasgow, 1864.

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.

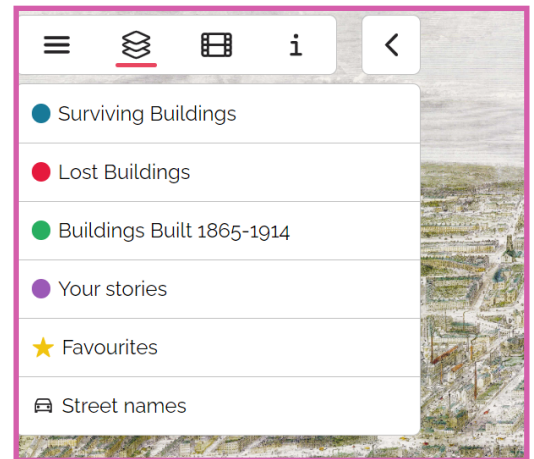


Thomas Sulman's Map of Glasgow

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

Thomas' 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*

Thomas' 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 father, Thomas. Learners should choose one of the 'Big Questions' below to answer.

Big Questions

- Casual work was extremely common, how could this have proved difficult in providing for a family and what would the family have to do in order to sustain income?***
- How was Thomas discriminated against in gaining employment? What does employer discrimination look like now?***
- Thomas was an immigrant how will this have affected him and his family in their new home city of Glasgow?***

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



A day in the life Thomas

6am

Thomas wakes up and gets himself ready, has breakfast and heads to the dockside.

8am-10am

Thomas stands at the dockside gate waiting for the Foreman to arrive and to hopefully select him for a days work.

10am-4pm

Thomas is on the dockside helping to load and unload the ships. This is very different to the peaceful countryside he grew up in.

4-8pm

On the way home Thomas goes in to one of the Irish pubs on his route home. Many fellow Irish dockworkers that did not get work that day are already there, drinking away what little money they have.

8pm

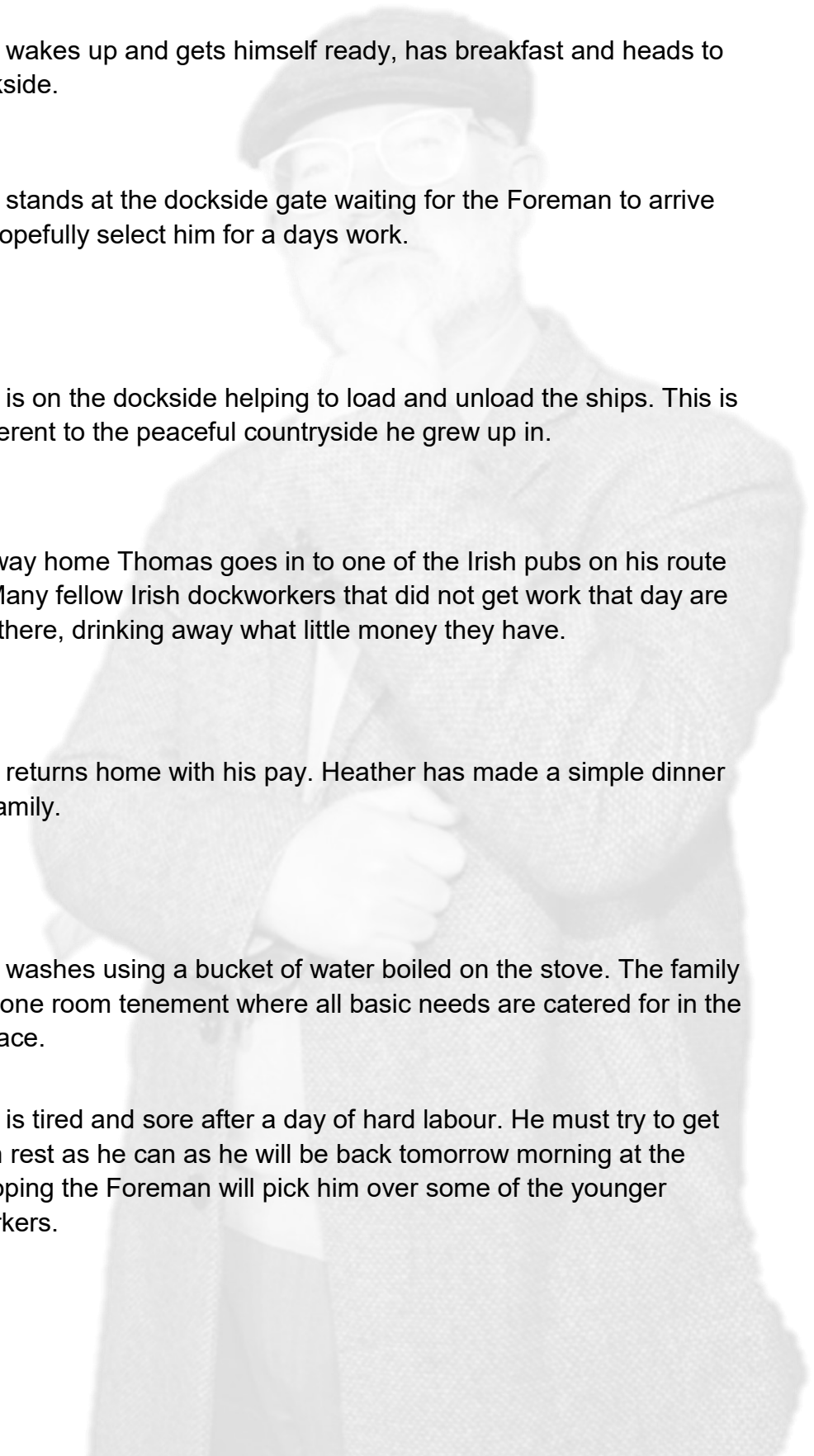
Thomas returns home with his pay. Heather has made a simple dinner for the family.

9pm

Thomas washes using a bucket of water boiled on the stove. The family live in a one room tenement where all basic needs are catered for in the same place.

10pm

Thomas is tired and sore after a day of hard labour. He must try to get as much rest as he can as he will be back tomorrow morning at the gates hoping the Foreman will pick him over some of the younger dockworkers.



Gallus Glasgow: Thomas' Story

What do you already know?

- Thomas is the father in this family of five and is in his mid 40's.
- The Potato Famine forced millions of people to emigrate and take up work in cities that were booming under the Industrial Revolution.
- The Potato Famine wiped out nearly half the population of Ireland due to death or migration.
- Tens of thousands of Irish migrants came up the Clyde at this time equal only to that of New York city at the height of its migrant days.
- Many Irish immigrants lived in areas with other Irish immigrants, where they socialised, worked and worshipped together. This meant that many kept their Irish identity which could be quite different from some within the city.
- Being a dockworker with low and irregular earnings would often lead to poor nutrition and living conditions.
- The wives of dockworkers often took on low paid work such as garment making to supplement household income.
- When dockworkers got older they found it increasingly hard to find work which gave them very limited options and could often end up in a poorhouse or even have to fend on the streets.

What do you need to know?

Some questions to consider:

1. What are the differences between the adults you live with lives and Thomas' life?
2. Why does Thomas not go and find safer employment?
3. What was it like for Irish immigrants coming to Glasgow?

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:

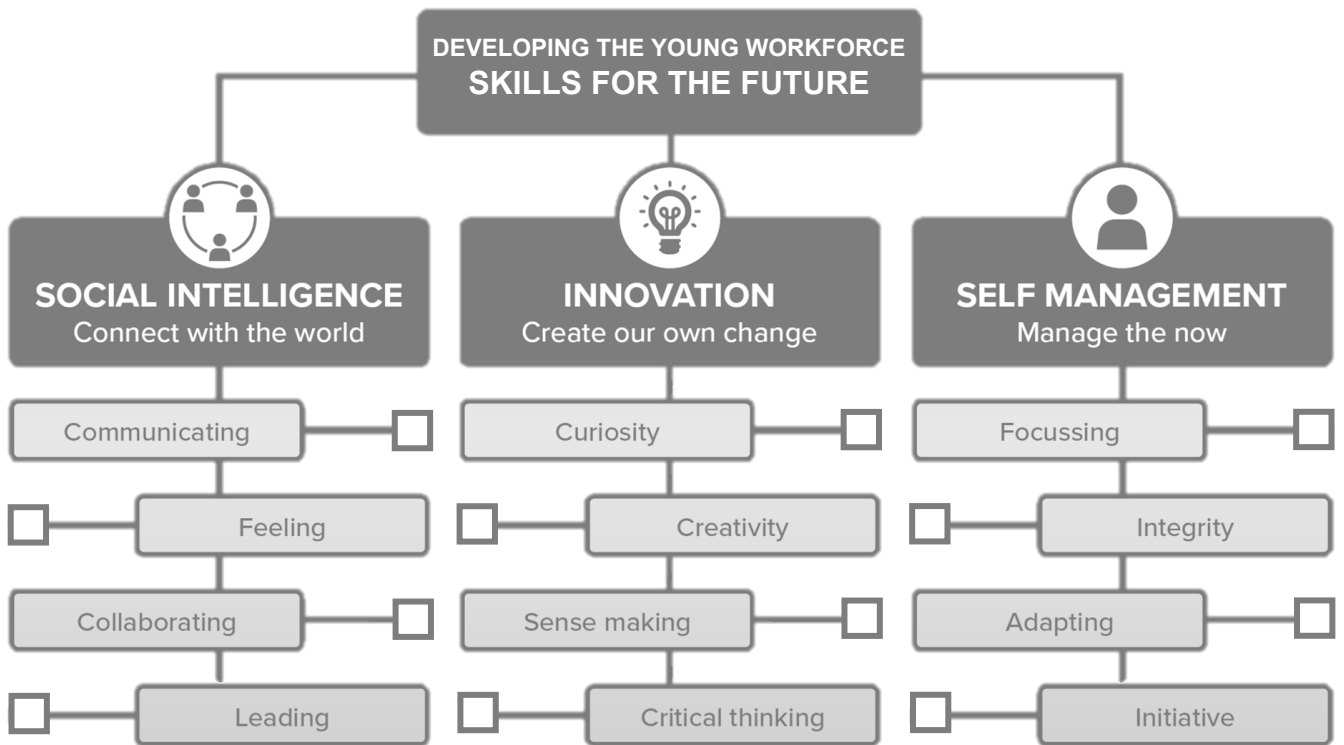
0141 276 9505 / 9506

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?

Appendix 1: Supporting Images

Thomas's Story



1870 - Steam ships are still outnumbered by sailing ships



1850s with paddle steamers in foreground behind offices

Supporting Images

Thomas's Story



Broomielaw Bridge (Jamaica Street)



Supporting Images

Thomas's Story



Supporting Images

Thomas's Story



Supporting Links Thomas' 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

Thomas' 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

Thomas' 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 2-09a

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.

