

Year XXX

Stories in Stone – and Bronze!

An investigation into the statues of George Square Glasgow

About this unit

This unit investigates statues as evidence, using the statues in George Square in Glasgow as an example. The unit could easily be adapted to suit your local area by changing the examples used.

Unit Structure

This unit is structured around 3 sequential history enquiries:

1. *'Reading a statue'*
2. What can we learn from the George Square statues about Glasgow?
3. What can we learn about the Nineteenth Century from the George Square Statues?

How this unit links to the curriculum for history

- Exploring evidence and its reliability
- Exploring places, investigating artefacts and placing them in time
- Use evidence to recreate the story of an individual of local or national historical interest

1 'Reading' a statue.			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT OPPORTUNITIES
<p>Children should learn: The role of public statues in telling us about the story of a person's life</p> <p>Walking round a statue to see the representation of a person from different points of view</p>	<p>Why put up a statue?</p> <ul style="list-style-type: none"> • A statue is a 3D object of a person. • What can we tell about a person from a statue? • What clues are there in the appearance chosen to represent a person: pose of figure, dress, 'props,' the scenes and information on the plinth and its location? <p>For example, looking for clues to ask about the statue of Queen Victoria?</p> <ul style="list-style-type: none"> • What is the statue made from? • What is the plinth made from? • How old is Queen Victoria as shown by the statue? How can you tell from looking at her figure? • What is she holding? Why? • What is she wearing? • Why on horseback? • Is she shown from the front as a 'warrior' queen? (Photograph 1) • Is Queen Victoria's image different on each side of the statue? (2) (3) • Are these the usual images we have of Queen Victoria? • How are they similar? • How do they differ? • What does the date on the end of the plinth commemorate? • What story is told by the scenes on the plinth's sides about Queen Victoria? - <ul style="list-style-type: none"> ○ South side: where is the queen and what is she doing? ○ North side: where is the queen and what is she doing? • Why in this location? 	<p>Photograph 1 Queen Victoria raising her sceptre like Boadicea with a spear</p> <p>Photograph 2 Queen Victoria as sovereign with sceptre</p> <p>Photograph 3 Victoria as new young queen with flowing dress</p> <p>Photograph 4 1849 commemorates the year of Queen Victoria's visit to Glasgow</p> <p>Photograph 5 Queen Victoria knighting the Lord Provost after arriving in Glasgow on the steam yacht <i>Faery</i>.</p> <p>Photograph 6 Queen Victoria and her children being welcomed to Glasgow Cathedral by the burghers</p>	<p>What impression of Queen Victoria is the statue trying to convey?</p>

<p>Children should learn: Things are not always as straightforward as they seem</p>	<p>Statues might have additions or subtractions over time as our ideas of history change</p>	<p>The example of John Batman, at the bottom of this webpage: www.achistoryunits.edu.au/teaching-history/key-concepts/teachhist-concepts.html</p>	<p>Why has Melbourne City Council added another plaque to this memorial in 1992?</p>
<p>Children should learn: Evidence can be contradictory</p>	<p>Interpreting evidence from statues might be problematic</p>	<p>Investigating the statue: www.loyola.edu/library/VirginAndChild/investigating.htm</p>	<p>Which statue is it?</p>
		<p>Final activity Which figure from history would you make a statue of? Why? How would their figure be shown- young? middle aged? old? dressed? before becoming famous? What would the person be holding? What story would the scenes on the plinth tell? What caption would scenes on the plinth be given?</p>	<p>Design the statue based on your figure from history</p>

How will this enquiry help children to make progress in history?

Making deductions from evidence and considering its reliability

Exploring places, investigating artefacts and placing them in time

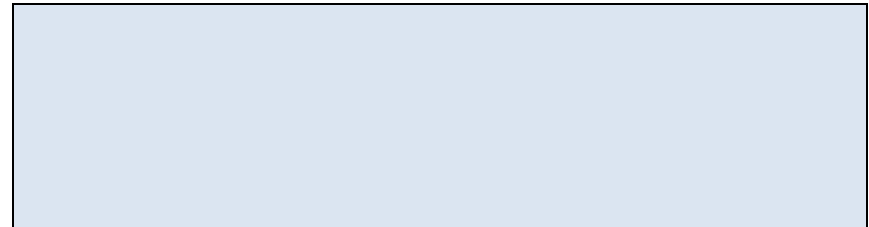
2 What can we learn about Glasgow from the George Square Statues?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT OPPORTUNITIES
<p>Children should see the link between</p> <p>The contemporary slogan 'People make Glasgow' that overlooks George Square and the question 'Why are the statues there?'</p>	<p>Why are the statues there? (7)</p>	<p>Photograph 7 Slogan “People make Glasgow” – statues of public figures celebrated in Glasgow during the early years of Queen Victoria’s reign (1837-1861)</p> <p>Reading Victorian Sculpture: www.19.bbk.ac.uk/articles/10.16995/ntn.776/</p>	
<p>Children should learn about:</p> <p>The 13 statues: 1819 Lieutenant General Sir John Moore 1761-1809 John Flaxman 1832 James Watt 1736-1819 Francis Leggatt Chantrey 1838 Sir Walter Scott 1771-1832 John Greenshields 1844 Duke of Wellington 1769-1852 Carlo Macchetti 1854 Victoria R. 1837-1901 Carlo Marochetti 1856 – re-erected 1875 James Oswald 1779-1852 Carlo Marochetti 1859 Sir Robert Peel 1788-1850 John Mossman 1866 Prince Albert 1819-1861 Carlo Marochetti</p>	<p>What can we deduce from investigating the George Square statues?</p> <p>For example, by investigating:</p> <ul style="list-style-type: none"> • date order of the statues’ lives • material: wood, stone (8) or bronze (9)? • inscriptions – some with only name, birth and death? (10) • location in relation to the Square: adjacent (11), at or near centre (12), side by side (13) & (14) (15), at the corners (16) & (17) (18) & (19) • height of column to suggest the extent of admiration of a public figure (20) 	<p>Glasgow through images: www.history.org.uk/historian/news/2191/glasgow-through-images</p> <p>George Square restoration: www.history.org.uk/events/news/1625/george-square-restoration-marie-davidson-of-glas</p> <p>George Square statues: www.history.org.uk/historian/resource/5429/out-and-about-in-glasgow</p> <p>Photograph 8 Sir Walter Scott (Yellow Free stone) Photograph 9 Sir John Moore (Bronze)</p> <p>Photograph 10 Robert Burns statue & inscription on the plinth</p> <p>Photograph 11 Duke of Wellington, victor of Waterloo on Copenhagen Photograph 12 Scott atop column & Thomas Campbell (2 writers) Photograph 13 Sir John Moore & Photograph 14 Lord Clyde (2 soldiers) Photograph 15 Queen Victoria & Prince Albert (Royalty) – re-located from the centre to the west side of George Square 1924 Photograph 16 Robert Peel & Photograph 17 James Oswald (2 politicians) Photograph 18 James Watt & Photograph 19 Thomas Graham (2 scientists)</p> <p>Photograph 20 Scott created an idea of Scotland. So in a sense Scott</p>	<p>Does the evidence of the statues tell us more about Glasgow in the nineteenth century?</p>

<p>1868 Field Marshal Lord Clyde 1792-1863 John Henry Foley 1872 Thomas Graham 1805-1859 William Brodie 1877 Robert Burns 1759-1796 George Ewing 1877 Thomas Campbell 1777-1844 John Mossman 1902 W.E. Gladstone 1809-1898 William Hamo Thorneycroft</p>	<ul style="list-style-type: none"> • date and information on plinth to get an idea of why a public figure was celebrated in the 19thC (21) (22) • pose, ‘props’ and location opposite a building adjacent to George Square (23) (24) • pose, ‘props’ and location in opposite corners of George Square (25) (26) • appearance of whole statue (27) 	<p>looks down on his own creation. Photograph 21 Sir John Moore plinth “erected....1819” – so soon after his death at Corunna in 1809 suggests public admiration for him as a famous soldier and Glasgow Boy Photograph 22 On the plinth the commemorative inscription “Erected by a few friends to James Oswald MP 1855” suggests pride in Oswald’s election as an MP after the Great Reform Bill 1832, re-located 1875 - In the opposite corner of George Square probably to be equal to Peel</p> <p>Photograph 23 Peel from the back facing the Merchants House Photograph 24 Peel from the front holding a parliamentary order paper for the Repeal of the Corn Laws 1846</p> <p>Two scientists: Photograph 25 Watt reflecting with dividers for measurement Photograph 26 Graham reflecting on chemistry experiment – apparatus with Bunsen burner</p> <p>Photograph 27 The whole statue of Lord Clyde illustrates Glasgow’s pro-empire views</p>	
<p>Children should learn:</p> <p>Why the City erected these statues</p>	<p>To what extent does the erection of the statues relate to the values of the nineteenth century at different times?</p>	<p>“Public Sculpture of Glasgow” by Rae Mackenzie with contributions by Gary Nisbet. (LUP, 2002)</p> <p>“Heaven’s Command” “An Imperial Progress” by James Morris, 1979 Ch 1, Part I “The Sentiment of Empire 1837-1850” – “Victoria’s accession, victorious Britain and the latent sense of Empire” pp. 21-30.</p>	<p>Speculate - How were the statues paid for?</p> <p>Who decided which statues to erect in the Square?</p>
<p>Children should learn:</p> <p>About Glasgow in the nineteenth century.</p>	<p>Was Glasgow a prosperous city at the time?</p> <p>How can you tell from the statues?</p> <p>What evidence do we have from investigating the statues?</p>	<p>Glasgow.” Vol 2. 1830-1912 eds. H. Fraser and I. Maver, Manchester University Press 1996</p> <p>The Glasgow Story: www.theglasgowstory.com/story/?id=TGSDA</p> <p>Victorian Glasgow: www.bbc.co.uk/history/scottishhistory/victorian/trails_victorian_glasgow.shtml</p> <p>The Nineteenth Century: www.glasgowlife.org.uk/museums/about-glasgow-museums/publications/online-publications/Documents/10_19thCentury%20Mar%202015.pdf</p> <p>Early photographs: www.vintag.es/2016/01/early-photographs-of-streets-of-glasgow.html</p>	<p>How do the statues reflect the growth of Glasgow in the nineteenth century into a new and prosperous city?</p>

<p>Children should learn: To reach a conclusion based on the evidence</p>	<p>The process of deduction from evidence is <i>rigorous</i></p>	<p>Final activity Looking at the collection of statues – as a whole – what can we learn about life in Glasgow in the nineteenth century?</p>	<p>Does Glasgow's title 'Second City of Empire' relate to the lives of those celebrated by the statues and their contribution to nineteenth century life?</p>
--	--	---	---

How will this enquiry help children to make progress in history?

Reaching a conclusion based on the evidence available



3 What can we learn about the Nineteenth Century from the George Square Statues?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT OPPORTUNITIES
<p>Children should learn:</p> <p>Who the statues are , and their 'life-story.'</p>	<p>The statues: 3 soldiers, 3 poets, 3 politicians, 2 scientists, Victoria & Albert:</p> <p>Why soldiers? Why poets? Why politicians? Why scientists? Why the Queen and Prince Albert?</p>	<p>Glasgow through images: www.history.org.uk/historian/news/2191/glasgow-through-images</p>	<p>Can you pick out the soldiers? The poets? The politicians? The scientists? The monarchy? Which are well-known today?</p> <p>Just how significant was each of these individuals, and how to decide?</p> <p>Ian Dawson uses these criteria: Someone is significant if they:</p> <ul style="list-style-type: none"> •changed events at the time they lived; •improved lots of people’s lives – or made them worse; •changed people’s ideas; •had a lasting impact on their country or the world; •had given to people a really good or a very bad example of how to live or behave. <p>Obviously, each of these individuals was significant to the people of Glasgow when the statues were erected, otherwise why erect a statue? But do we still see these individuals as significant today? Or are some more significant than others?</p>
<p>Children should learn:</p> <p>What links the statues</p>	<p>How did people look at the statues then?</p> <p>For example, in groups in local history?</p> <p>In the post-Napoleonic era and the steam age (28) Watt who invented a more efficient steam engine holds dividers for precise measurement</p>	<p>“Heaven’s Command” “An Imperial Progress” by James Morris, 1979 Ch 1 Part I “The Sentiment of Empire 1837-1850” – “Victoria’s accession, victorious Britain and the latent sense of Empire” pp. 21-30.</p> <p>Photograph 28 admiration of local inventor for technological advance nationally in steam age</p>	<p>Today how would people value the statues in the context of local history?</p>

	<p>(29) Wellington on Copenhagen ready for the off as at Waterloo</p> <p>(30) Victoria's statue commemorating her visit to Glasgow on a steam yacht with her family and knighting the Lord Provost creates a new image of royalty in 1849</p> <p>(31) Albert's plinth shows a muse reclining on larger than life steam engine with hammer</p> <p>During the population shift from country to town, awareness of human and social condition</p> <p>(32) James Oswald Glasgow's first MP leans back on his cane nonchalantly but what did he do to represent the people of Glasgow?</p> <p>(33) Robert Peel with a tense back holding the parliamentary order paper for Repeal of the Corn Laws in 1846.</p> <p>Queen Victoria opened part of the Milngavie Reservoir scheme to bring fresh water from Loch Katrine to Glasgow's increasing population 1859</p> <p>(34) Burns' statue in contrast with the pastoral scenes from his poems on the plinth shows his back bowed from toil on the land</p> <p>(35) Thomas Campbell's statue shows a "Poet" pen in hand. His poem "Ben Lomond" contrasts enduring nature with "the pride of perishable man" and his "Lines on revisiting a Scottish river" describe industrial pollution on the Clyde</p> <p>Era of Empire:</p> <p>(36) Lord Clyde, Sir Colin Campbell appears as vigorous as William Howard Russell described him in his tent after his relief of Lucknow 1857.</p> <p>What are the connections between the individuals?</p> <p><i>Monarchy and constitutional government</i></p> <p>The monarchy's residual power and authority was exercised by Victoria and Albert. Albert appreciated Peel's abilities, bringing round Victoria.</p>	<p>Photograph 29 Celebration of Wellington for providing the conditions for prosperity and highlander returning home</p> <p>Photograph 30 Queen Victoria's statue as royalty turning over a new leaf</p> <p>Photograph 31 colossal boom in steam age, backed up by steam engine in the Great Exhibition 1852</p> <p>Photograph 32 70,000 on Glasgow Green heard James Oswald speak in favour of parliamentary reform 1832. Only four percent of the electorate got the vote.</p> <p>Photograph 33 Peel was stabbed in the back by Disraeli' who represented the landed interests and did not want to repeal the Corn Laws in 1846 – that were to raise prices and reduce the price of bread for the poor.</p> <p>Milngavie reservoir, Milngavie</p> <p>www.tripadvisor.co.uk/ShowUserReviews-g662318-d</p> <p>Photograph 34 The shillings of the poor subscribed to erect Burns statue in a short time in 1877. Those looking at his statue would have appreciated the contrast between his pastoral poems and the reality of toil on the land.</p> <p>Photograph 35 Readers of Campbell's Scottish landscape poetry would have appreciated why his statue appears to show him looking out from Glasgow In an age of "Improvement."</p> <p>www.rampartsscotland.com/poetry/blpoems_ben_lomond.htm</p> <p>www.rampartsscotland.com/poetry/blpoems_clyde.htm</p> <p>Photograph 36 Significantly the plinth of Sir Colin Campbell's statue does not refer to his long military career from being with Moore at Corunna to receiving the Freedom of the City of Glasgow after the Crimea. Glasgow had long traded with the Empire so would have wished to celebrate Sir Colin Campbell as 'Soldier of the Empire' in 1867</p>	<p>Today which connections would we think important?</p>
--	---	--	---

	<p><i>The two finest ministries of the 19th century:</i> Peel (1841-46) and Gladstone (1868-74). Peel's legislation shaped the financial instruments Gladstone achieved change on all fronts: Ireland, education, army and civil service.</p> <p><i>The conviction politicians</i> All three in sticking to their principles were proved right: Peel – the Repeal of the Corn Laws; Wellington – Catholic Emancipation; Gladstone – Irish Home Rule.</p> <p><i>The three soldiers as heroes</i> Moore – self-sacrifice; Wellington – the leader; Clyde – led from the front.</p> <p><i>Three very different romantic poets</i> Burns, Scott and Campbell</p> <p><i>Slavery – its ubiquity</i> Wellington, Burns, Oswald, Albert, Campbell. Gladstone – all peripherally touched by slavery.</p> <p><i>Nationalism</i> Burns, Victoria and Albert, Scott, Campbell and Gladstone supported different nationalisms.</p> <p><i>The two scientists</i> Watt and Graham sit bookending the Square to celebrate the pursuit of science and technology that underpinned Glasgow's wealth & industry.</p> <p><i>The Glasgow Boys who made good</i> All born in the city – John Moore in Bridgeton, Colin Campbell (Lord Clyde) in the Tron, Thomas Campbell in Shettleston. Are there any other individuals?</p>		
	<p>Do the connections between some of the statues and their interaction give an accurate impression of the nineteenth century as a whole?</p>	<p>A History of Britain in the C19th: www.localhistories.org/19thcentengland.html</p>	

<p>Children should learn: Which nineteenth century ideas, beliefs and great causes inspired the individuals celebrated by the statues.</p>	<p>Possible aspects of nineteenth century life to discuss: age of steam, technology and science, imperialism, slavery, patriotism, nationalism, living conditions, Carlisle's view of all progress achieved through the great leader and Macaulay's views on progress.</p>	<p>Industry , Power and Social Change: www.vam.ac.uk/content/articles/s/industry-power-and-social-change/</p> <p>Gender in C19th Britain: www.youtube.com/watch?v=vkJJFX8Qn90</p>	<p>In the stories of the statues to what extent does local and national history come together?</p> <p>To what extent does the collection of statues in George Square reflect the spirit of the age?</p>
		<p>Final activity Play the 'empty plinth' game, as in Trafalgar Square in London. If there was a fourteenth statue in George Square, remembering the nineteenth century, who should it be? Why? See if the class can agree who should occupy the empty plinth.</p>	<p>How would the inspiration of the individual chosen relate to the nineteenth century's ideas, beliefs, great causes?</p>

How will this enquiry help children to make progress in history?

Making connections between different evidence

Drawing conclusions from the evidence

Presenting a reasoned and well-supported argument

