

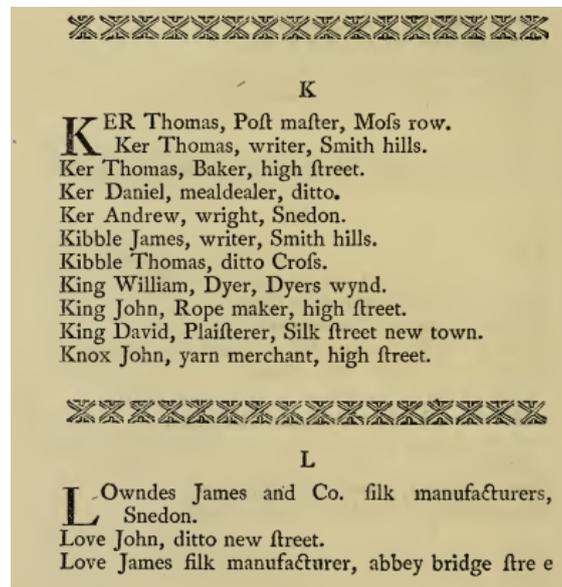


place names



Throughout Renfrewshire, street and place names provide an indication of the history and development of our textile heritage.

In Paisley alone, some of the street names provide a lasting record of fibres and fabrics that have been manufactured or processed at various times in the towns' history.



Silk, Gauze, Muslin, Cotton, Thread, Lawn and Inle – these textiles range from those used in basic clothing, household furnishings and everyday necessities, to the impractical and luxurious ‘fripperies’. This gives an idea of how the Paisley and Renfrewshire workers managed to deal with changes in fashion and social circumstances. By adapting their skills, knowledge and available technologies, they were able to continue to compete in local, national and international markets.

Other place names - **Mill Street, Shuttle Street, Dyers Wynd** – may refer to some of the more technical processes involved in textile manufacturing.

The familiar street names in Paisley and Renfrewshire also remind us of the many families and individuals who financed, supported and shaped the local textile heritage. They contributed to, *and* greatly benefited from, local textile manufacture along with the many other associated industries.

Apart from the most obvious and well-known **Coats and Clark** dynasties whose philanthropic activities are well documented and visible around the town, the names of **Orr, McKerrell, Christie, Stevenson, Carlile, Twigg, Forbes, Lowndes, Snodgrass, Love, Dunn, Brown, Cochran and Kibble** were also important families who contributed to the textile history of Renfrewshire.

Paisley Map

Identify any street or place names that may have a link to the textile industry.



This map is from 1828.

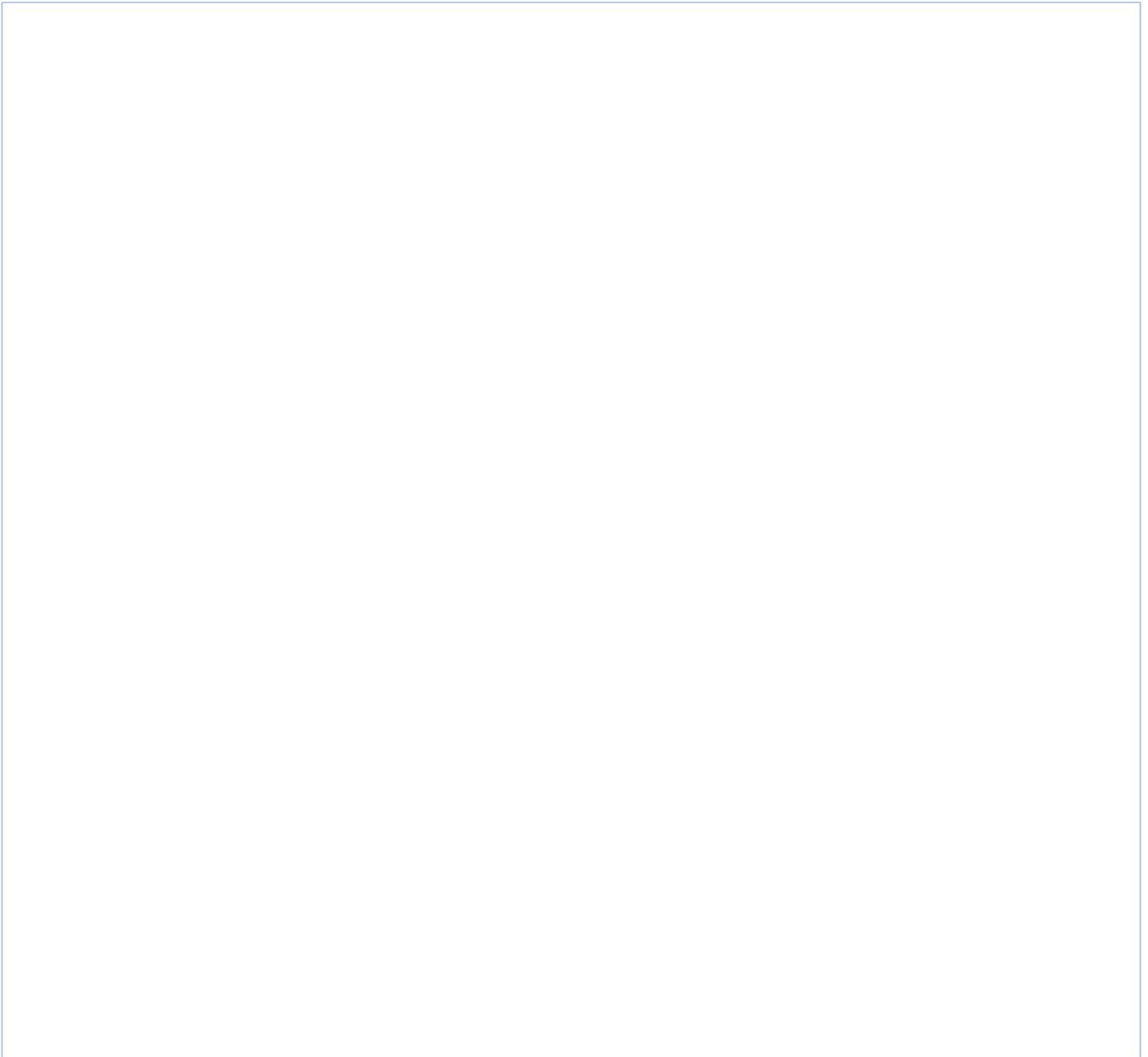
Design a Street Map

Design your own Street Map

You may want to include streets, roads, avenues, churches, parks, shops...

And remember to give your 'town' a name!

Map of _____



Follow on activities:

Local Walk

Walk in the local environment recording local features in a variety of ways (photos, film, drawing, found objects).

Use evidence to create a large collaborative map/picture of our walk. Use sticky label photos, laminates etc.

As a group, think of meaningful names for characteristic features.

Learning

Learners will be able to

- analyse the evidence they have collected from the local walk.
- create their own place names using key features they have identified.
- create their own map of the local area using the photos and evidence they have collected.

Resources

Local area maps, IT and art resources

Skills

Research key features of the local environment.

Analyse the key features of the local environment.

Communicate experiences and preferences.

Possible evidence

Large collaborative map, annotated photographs.

Notes

Discovering the background of local place names combines geography and history and helps children and young people to make connections with their local environment.

The resource can also be used to explore the historical, geographical and linguistic nature of place and street names in a local community. It provides the opportunity for learners to develop skills in reading maps along with exploring their local built and natural heritage. Although social studies provides the main curriculum focus, there is a strong literacy element through gathering and evaluating information.

This resource aims to explore local area place names in Paisley/Renfrewshire, and to introduce skills in **researching, analysing and communicating information** about local place names.

Literacy across learning encourages learners to understand and compare a range of maps, read a 'key', and know that maps are a text which gives us information about the land.

This learning and teaching idea offers the following learning opportunities:

- Looking at local place names
- Creating personal maps of the local environment

LITERACY ACROSS LEARNING

Develop an understanding of maps as a representation of the landscape by –

- looking at a variety of local maps.
- looking at maps in literature – Hundred Acre Wood (Winnie the Pooh), Katie Morag
- creating our own maps of the local area
- inviting parents and community to see the maps and contribute to learning about place names.
- children acting as tour guides.

Curriculum for Excellence Links

Social studies experiences and outcomes explored

I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

SOC 0-07a

I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.

SOC 1-07a

Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.

SOC 1-14a

Responsibility of all areas:

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.

LIT 0-14a

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

LIT 1-14a

Interdisciplinary opportunities

- Art – creating and decorating maps
- Health and wellbeing – outdoor learning
- Building community links

RELATED EXPERIENCES AND OUTCOMES

SOC-0-07a, 0-01a and 1-14a LGL1-11a, LIT1-14a,

