



Overview

Students will play the role of certain people found in medical history in order to understand controversial therapies and medicine. This will provide an opportunity for students to determine what kind of medical care would be used, and available, depending on social status. This simulates what was called the “medical marketplace” that began in Britain in the early modern period c. 1500 - 1800.

Supplies, Equipment & Resources

We Supply

- Images marked with a BLUE icon on the label from the felt folder titled RCPE ARCHIVE. See below for a complete list.
- Objects from the box marked with a BLUE icon on their individual interpretation panels. See below for a complete list.
- The folder titled “In Someone Else’s Shoes” found in the felt folder titled RCPE ACTIVITIES.



Look for THIS COLOUR on the labels of the objects and archives in the box. They will be used in this activity.

From The Box

You will be using ALL of the objects in the box. Be sure to leave the interpretation cards next to every object so students can read the information provided.

*** Please note - the herbarium bottles do NOT open ***

From the felt folder labeled as ARCHIVES

You will be using ALL of the images, maps and documents in the “ARCHIVES” folder.

BEFORE CLASS

1. You will need to make copies of the worksheet provided in the activity folder for each student.
2. Spread out the objects and archives around the room. They should be spread out so all students can take a lap around the room and spend time with all of the objects.

INTRODUCTION AND INSTRUCTION

3. Have students watch the video (or read out instructions) on how to handle objects and instruct them to prepare themselves and their stations for object handling accordingly.
4. Divide the students into four groups, they will eventually be grouped by time period and will now take on the role of a person in that time period:
 - A physician in the 20th century
 - A lady in the 16th century
 - An apothecary in the 17th century
 - A quack in the 19th century
5. Hand out a role playing card to each student. They will adopt the perspective of that person for this activity. Students look around the room at the objects and role play as the people on the role playing cards. They should reflect and answer questions on the worksheet. This should take about 10 minutes. They do not necessarily need to stay in their groups during this step.
6. Students return to their groups and reflect on what they have found. They should complete the worksheet provided.

SHARING AND DOING

7. You, the teacher, will now ask topical questions about medicine and ask for each group to present their response to the question. These topical questions are prepared for you in your teacher key. One question is: What is the role of water in healing the sick?
8. Give students about 4 minutes to use the objects and archives around the room to answer the question.
9. Have each group explain their answer to the question, they may want to show the class a specific object to reinforce their ideas.
10. Repeat with another topical question. And continue until time is up.

RESULTS, REVIEWING & REFLECTING

11. Students should tidy their station for the next class (if applicable) and return all the archives and objects back where they were originally placed.

OBJECTIVES and STANDARDS

1. There is a difference between those individuals who are apothecaries, quacks and practicing physicians.

SOC 3-01a I can use my knowledge of a historical period to interpret the evidence and present an informed view.

SOC 306-b Through research, I can identify possible causes of a past conflict and report on the impact it has on the lives of people at that time.

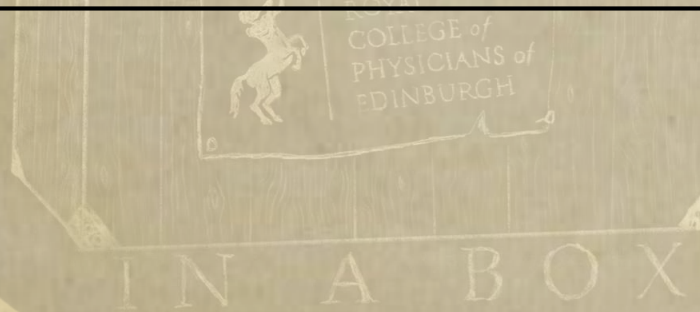
2. Although the difference is clear to us in our modern times, quackery proved to be a worthy adversary to physicians at that time because of clever advertising.

HWB 3-15a - I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

LIT 3-06a I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in logical order, and use suitable vocabulary to communicate effectively with my audience.

3. Even though the distinction between ancient and modern medicine is clearer today, there are still those who advertise nostrums that will cure every ailment. They are cleverly disguised as Instagram influencers, celebrity endorsements, and “miracle cures”

LIT 3-08a To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.



TEACHER KEY

What is the role of water in water in healing your patients?

LADY CHARTERIS OF KINFAUNS CASTLE

- For my community, I may suggest visiting a mineral spring well nearby that our village has used for hundreds of years
- For my immediate family, I may suggest they travel to a spa for some rest and relaxation

PHYSICIAN IN EDINBURGH

- It's always wise to hydrate
- Although water is not magical, it is still essential to digestion, organ and tissue growth

QUACK

- If I can bottle it and sell it for an inflated price, then I will say almost anything about the water
- If I am able to call water a “miracle,” I will
- Saying that my water is “magic” would likely make it sell faster. So, I'd happily say that my water is magical

THE APOTHECARY THOMAS TRAQUAIR

- I use water to create drinks, pastes, and tinctures. So, water is absolutely essential to my creating medicine to provide to physicians and the local community
- Also, of course, I use water on my plants in my garden

TEACHER KEY CONT.

What is your ultimate goal when providing your services?

LADY CHARTERIS OF KINFAUNS CASTLE

- To keep my family and household healthy
- To keep my community in relatively good health

PHYSICIAN IN EDINBURGH

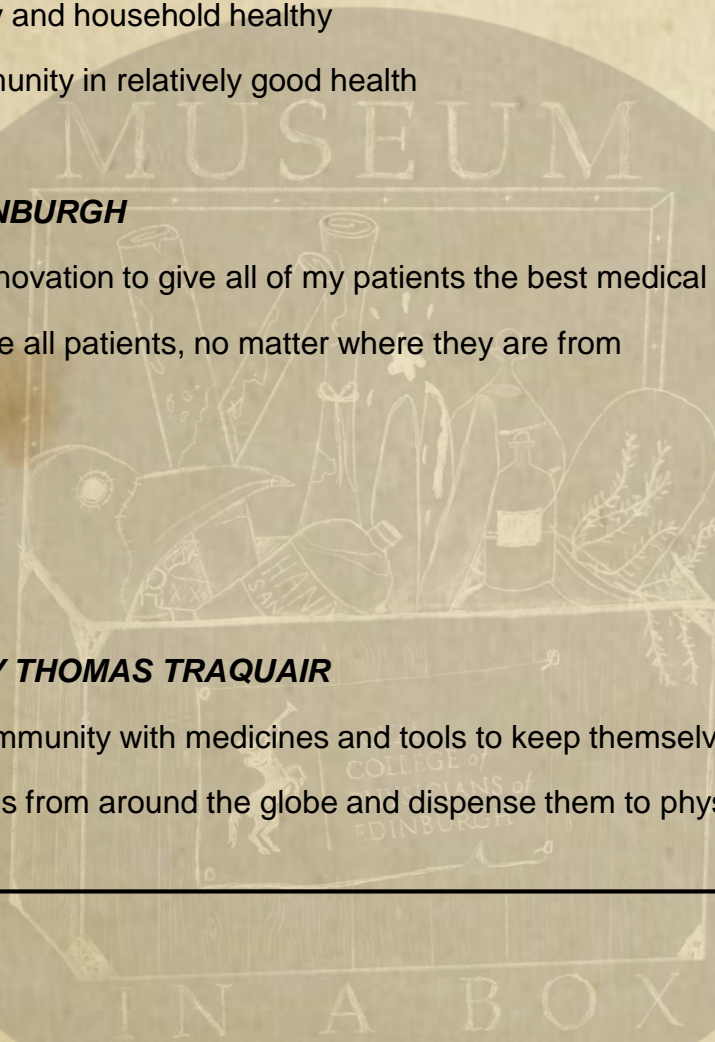
- To use medical innovation to give all of my patients the best medical care
- To heal and relieve all patients, no matter where they are from

QUACK

- To make money

THE APOTHECARY THOMAS TRAQUAIR

- To provide the community with medicines and tools to keep themselves in good health
- To import materials from around the globe and dispense them to physicians for medical purposes



TEACHER KEY CONT.

How much access do you have to the materials you need to make effective medicines?

LADY CHARTERIS OF KINFAUNS CASTLE

- I will keep a garden that would have some useful plants for healing
- When I travel to a large city, I'll be sure to stop by an apothecary to get more rare items

PHYSICIAN IN EDINBURGH

- I have worldwide access to medicine, specialists, and colleagues who support my medical diagnoses

QUACK

- If I don't have access to the right medicine, I'll just grab whatever materials look similar to the medicine and pretend like it's the real thing

THE APOTHECARY THOMAS TRAQUAIR

- I'm the Apothecary! I have many ways to acquire what I need. I receive shipments of materials from all over the world and I likely have a garden myself to make sure I have all the local plants and materials needed to make medicine

TEACHER KEY CONT.

Do you include magic, or folklore in your treatment?

LADY CHARTERIS OF KINFAUNS CASTLE

- If my family, staff, or neighbors are sick, I'll try anything to make them feel better

PHYSICIAN IN EDINBURGH

- No. Evidence is what I need to make sure my patients are feeling well

QUACK

- I'll use the word "magic" often, normally when I describe how well the "medicine" will work. I may say "all of your ails and sickness will disappear like magic!"

THE APOTHECARY THOMAS TRAQUAIR

- Some of my materials may have roots in magic or folk tales, like the use of mandrake root. But as soon as the demand stops, I'll not keep it in my shop any more

TEACHER KEY CONT.

***How do you react to modern medical innovation?
Do you reject it or adapt?***

LADY CHARTERIS OF KINFAUNS CASTLE

- I'll adapt, anything to keep my family, staff, and community safe

PHYSICIAN IN EDINBURGH

- I adapt with proper evidence and peer-reviewed experimentation

QUACK

- I won't change anything unless I start losing money. I'll reject modern science if it proves that my "medicine" does not work

THE APOTHECARY THOMAS TRAQUAIR

- I want to import materials and resources to make the best medicines possible. So I will adapt according to modern medical innovation

THANK YOUS and CONTACT INFORMATION

Thank you for trying our box and our activities! We appreciate how hard teachers work and hope that these objects and activities have been a delight for you and your students.

If you have any comments or questions please reach out at:

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We would love to hear about your experiences. If you have a moment, consider giving us some quick feedback. It will help us make better tools for you and your students.