

OVERVIEW

Students will play the role of an 18th century physician, living and working in a small Scottish village. They are responsible for planting and maintaining their physic garden, and for using what they grow to treat their patients' illnesses.

By doing so, students will learn which plants were used to treat which symptoms and illnesses.

WHAT YOU NEED TO GATHER FOR THIS ACTIVITY

PHYSIC GARDEN ACTION CARDS and PHYSIC GARDEN PLANT CARDS are in the light grey 'RCPE Activities' folder.

WORKSHEETS:

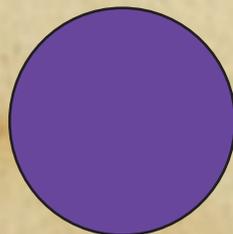
- PHYSIC GARDEN worksheet.

NO objects, interpretation cards or archive materials are needed for this activity. Any items with a **PURPLE** dot can be used as reference materials, but this is optional.

Thank you for trying the **Apothecary Jar Museum in a Box**.

If you have any questions or feedback please get in touch via:

museum@rcpe.ac.uk OR 0131 225 7324



ACTIVITY INSTRUCTIONS

- The aim of this activity is for students to plant enough, and the right type of, medicinal plants to treat their village through a variety of illnesses and incidents.
- To begin, students plant their physic garden plots by placing PLANT CARDS in the box on their PHYSIC GARDEN worksheets. This box is their garden plot. A total of 36 plant cards can be planted. The types and amounts are for the students to decide, but a variety is best.
- When gardens have been planted, the teacher begins the round by reading aloud an ACTION CARD. Each card contains a short description of an illness or incidents that has befallen the students' villages. The ACTION CARD will state the amount of which plant(s) is to be removed from students' garden plots. On occasion, an action card will instruct students to re-plant something.
- When a student does not have the plants(s) to remove, they are out. Sadly, their village has run out of plants to treat illnesses and it has not survived.
- The teacher continues to read out action cards until one student is left. They are the winner of the round.
- After each round, students can learn from their previous mistakes and re-plant their gardens, ready for the next round.
- It is the teacher's choice how many rounds are to be played.
- This activity works best individually, but students can work in pairs, if required.

Look for **PURPLE** on the labels of **ARCHIVES** and **INTERPRETATION CARDS**. They will be used for this activity.

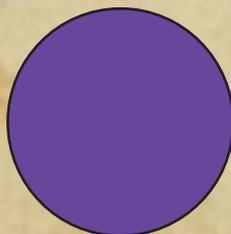
BEFORE THIS ACTIVITY

- Make a photocopy of the PHYSIC GARDEN worksheet, found in the activities folder, for each student.
- Provide a pencil for each student.
- Find and hold on to the PHYSIC GARDEN ACTION CARDS, found in the activities folder.
- Find the PHYSIC GARDEN PLANT CARD in the activities folder. These should be shared amongst the students.
- If using objects for this activity, watch the OBJECT HANDLING video (found on the USB drive) or read out the instructions, so that everyone is aware of how to safely handle museum objects.

OPTIONAL GROUP WORK

After completing the activity:

- In groups of 3-4, or led by the teacher as a class, the following points can be discussed:
 - Did you find it difficult to supply your village? What do you think would happen if a physician ran out of plants to make medicines?
 - In the past physic gardens were affected by the weather, do you think it is easier or more difficult to grow plants now?
 - Were you surprised by the symptoms that some of the plants could treat?



OBJECTIVES AND STANDARDS

Physic gardens were used by physicians and apothecaries to source the materials they would need to make medicine.

LIT 3-04a As I listen or watch, I can:

Identify and give an accurate account of purpose and main concerns of the text, and can make inferences from key statements.

Identify and discuss similarities and differences between different types of text.

Use this information for different purposes.

There were several physic gardens in Edinburgh, beginning in the 14th century. There are still physic gardens in Edinburgh today.

SOC 3-06a I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.

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.

Physicians and apothecaries needed to have a firm grasp on the basics of botanical gardens so they could till, water, and harvest appropriately.

SOC3-05 I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.

Material from physic gardens can still be found gardens today. Items such as rhubarb, oatmeal, and nettles were grown for medicinal purposes, and for everyday consumption.

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

SOC 3-14a I can use a range of maps and geographical information systems to gather, interpret, and present conclusions and can locate a range of features within Scotland, UK, Europe, and the wider world.

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