



Overview

Students will work in groups to create an attractive and clever advertisement for an old semi-medical recipe found in the archives. They will study the herbarium and discover the ingredients used and devise a way to sell that recipe to the public at large.

From the felt folder labeled as ARCHIVES

- Recipe for “Freckles and Spots in the Face”
- Recipe for “Juices Against Scurvy”
- Recipe for “A Salve for Speedy Healing of Wounds”
- Recipe for “Inflammation of the Throat”
- Pharmacy Leech Jar
- Medicinal Leech
- Medicinal Leech (Detail)
- Bronze Cupping Cup
- Glass Cup
- “A Treatise Concerning Bleeding” Parts 1 - 3

Supplies, Equipment & Resources

We Supply

- Images marked with an ORANGE icon on the label from the felt folder titled RCPE ARCHIVE. See below for a complete list.
- Objects from the box marked with an ORANGE icon on their individual interpretation cards. See below for a complete list.
- The teacher guide and master worksheets that are found in the “Come One, Come All!” folder.

- A3 size blank advertising banners.

We Will Ask You To Provide

- Coloured Pencils, Markers, Crayons
- Rulers (if desired)
- Pencils

From The Box

- Herbarium: “A Salve for Speedy Healing of Wounds”
- Herbarium: “Juices Against Scurvy”
- Herbarium: “Freckles and Spots in the Face”
- Herbarium: “Inflammation of the Throat”
- Leech *Hirudo Medicinalis*
- Cupping Vessel
- Lancet
- Bleeding bowl

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

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



BEFORE CLASS

1. There are four herbariums and objects having to do with bleeding, leeching, and cupping, you may want to plan how to split the class into seven groups. Bleeding, leeching and cupping have a group of objects and archives associated with them. Use the list below to group the objects and archives by treatment.

BLEEDING Objects & Archives List

- Lancet
- Bleeding bowl
- "A Treatise Concerning Bleeding" Parts 1 - 3

LEECHING Objects & Archives List

- Leech *Hirudo Medicinalis* (encased in epoxy)
- Pharmacy Leech Jar
- Medicinal Leech
- Medicinal Leech (Detail)

CUPPING Objects & Archives List

- Cupping Cup
- Bronze Cupping Cup
- Glass Cup

2. Markers, pencils, coloured pencils, crayons, and other decorative items are not provided. You may want to gather those tools if students are not expected to provide those tools for themselves.

3. You will need to make copies of the worksheet for each student. The large A3 paper is provided for you. *We do not expect to have the A3 paper returned in the box. It is for you to keep.*

4. Arrange all of the papers in the ARCHIVES folder somewhere in the room so the whole class has access to them.

INTRODUCTION AND INSTRUCTION

1. Watch the "OBJECT HANDLING" video or read out handling instructions and instruct students to prepare accordingly.
2. Divide students into seven groups.
3. While they are preparing stations, pass out one herbarium and its corresponding recipe to four groups. Give the objects concerning bleeding, leeching, and cupping to each of the final three groups.
4. Give each student the provided symptom worksheet.

SHARING AND DOING

1. Students examine the herbariums and research the ingredient menu. They use the archives and pressed plants as references to the ingredients they see in the herbariums.
2. Students then pair with another group and compare/contrast their recipes. This will take 5 minutes or so.
3. Students return to their individual stations and the teacher will pass out the provided "banner" sheet. One per group.
4. Students then devise a poster to advertise the herbarium bottle recipe. Please give students about 15 minutes to complete the poster.
5. The poster should:
 1. Have the name of the remedy
 2. Be colourful and attractive
 3. Contain drawings of what would be in the recipe for the remedy
 4. Describe what it can cure
 5. There are sometimes very unsavory items in the recipe, choose whether to feature the ingredient or hide it

RESULTS, REVIEWING & REFLECTING

1. If there is time, allow students to present their poster with another group, or the rest of the class.
2. If you'd like, you can look at the poster, and choose the most appealing remedy and explain why you chose to purchase that medicine.

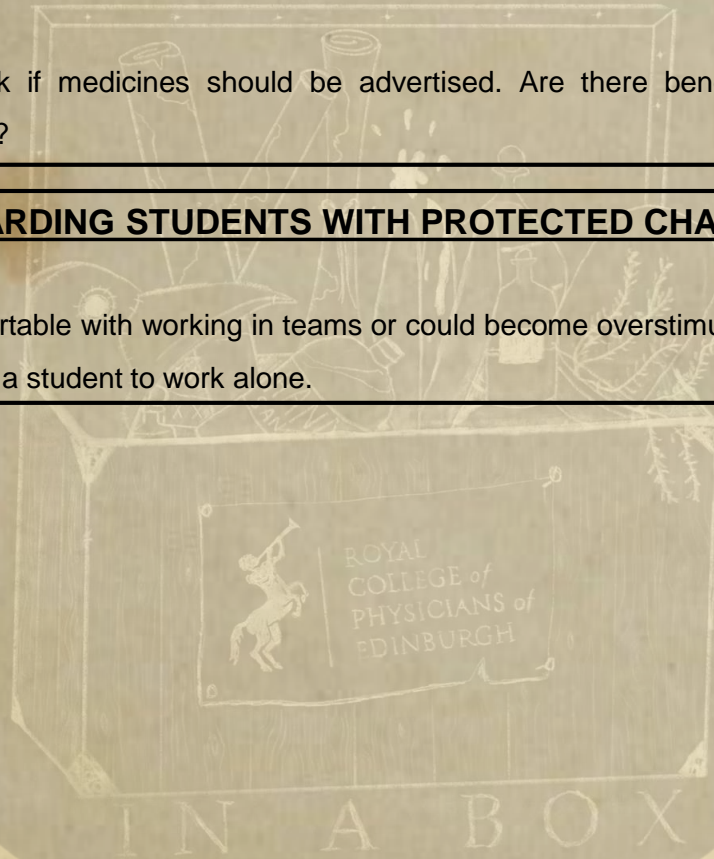
POTENTIAL ASSESSMENT STRATEGIES

PRE ASSESS: Ask students to consider the reasons why they consume what they consume when it comes to health and wellness. Are they prescribed by a physician? Did they see an Instagram influencer use it and wanted to be like them?

POST ASSESS: Ask if medicines should be advertised. Are there benefits and barriers when medicine is advertised?

A NOTE REGARDING STUDENTS WITH PROTECTED CHARACTERISTICS

If a student is uncomfortable with working in teams or could become overstimulated, we have provided an extra A3 banner for a student to work alone.



OBJECTIVES and STANDARDS

1. Different materials were used to treat ailments. Some were eventually discontinued, and some survive as useful treatments today.

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.

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.

2. There is an element of persuasion and trust when patients discern what to use to treat their ailment.

LIT 3-07a I can show my understanding of what I listen to or watch by commenting, with evidence, on the context and form of short and extended texts...

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

3. It was the physician's intent to treat an illness with medicine that was tested and tried over a long period of time and found to be effective. But it would be up to the patient to decide to trust the physician or not.

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.

LIT 3-06a I can independently select ideas and relevant information for different purposes...

4. Sometimes, the public chose to trust local lore and legend to heal their ailments instead.

LIT 3-04a As I listen or watch, I can identify and discuss similarities and differences between different types of text

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. t

THANK YOU 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.