



OVERVIEW

Students write a diary entry (250 words) from the perspective of someone living through an epidemic of either bubonic plague, cholera or smallpox. Students can examine objects from the box for inspiration. Students are encouraged to draw on their own thoughts and feelings from their experience living through the Coronavirus Pandemic. Students are also encouraged to add illustrations.

From the Box

- Syringe
- Charcoal
- Lancet
- Heather: *Calluna Vulgaris*
- Rosemary: *Salvia Rosmarinus*
- Flax Fibre: *Linum Usitatissimum*
- Plague Mask
- Juniper Berries: *Juniperus Communis*



**Look for THIS COLOUR
on the labels of the objects
and archives in the box.**

They will be used in this activity.

SUPPLIES, EQUIPMENT & RESOURCES

We Supply

- Images marked with a YELLOW icon on the label from the felt folder titled RCPE ARCHIVE. See below for a complete list.
- Objects from the box marked with a YELLOW icon on their individual interpretation cards. See below for a complete list.
- The folder titled “Activity THREE” found in the felt folder titled RCPE ACTIVITIES.

We Will Ask You To:

- Have a timer
- Supply pencils
- Print the worksheet provided in the activities folder

From the Felt Folder Labeled as ARCHIVES

- Dr Snow Print and Map
- Satirical Print – John Leech
- Lady Mary Wortley Montagu Portrait
- Ivory Points
- Cowpox Medical Illustration - Edward Jenner
- Satirical Print “The Wonderful Effects of the New Inoculation!” – J. Gillray
- Smallpox Vaccine
- Inchcolm Island

BEFORE CLASS

1. Clear three workstations in the classroom.
2. Divide the objects and archives by infectious disease. To streamline the grouping, The objects and archives are labeled in one of three ways: “Station A,” “Station B,” or “Station D” in the bottom right hand corner of the information cards. Disregard objects and labels that show “Station C” as they relate the the COVID pandemic, and will be used in another activity. You will want to group the archives by their station labels.

STATION A IS: *The PLAGUE*

STATION B IS: *CHOLERA*

STATION D IS: *SMALLPOX*

3. Be sure to place the information cards with the objects and archives.

INTRODUCTION AND INSTRUCTION

4. Divide the class into three groups.
5. Give the students the worksheet and a biography card and timeline. They will role play as this person when they look at the various objects.
6. Have the students prepare pencils and paper
7. Assign each group a workstation
8. Set up a timer for 10 minutes
9. Remind students they should explore the objects and archives for inspiration.

SHARING AND DOING

10. In groups ask students to spend 10 minutes familiarising themselves with the objects for their infectious disease.
11. Start the timer. When time is up ask them to return to their seats and reset the timer for 5 minutes.
12. Have the students discuss the following questions as a group for 5 minutes:
 - Who were the people impacted the most by this epidemic?
 - How would people have protected themselves?
13. When time is up reset the timer for 15 minutes (or preferred writing time)
14. Allow students to write their diary entry (silently)

RESULTS, REVIEWING & REFLECTING

15. Once the students have written their diary entries encourage a group or class discussion. If group discussion redivide the groups so someone from each disease is in each group.

- Ask students to share their diary entries.
- Have students compare their thoughts for the beginning discussion questions.

POTENTIAL ASSESSMENT STRATEGIES

PRE ASSESS: Have students imagine a person living a lifestyle different from their own. E.g. If they live in a city with a high population, ask them to think of a person in a rural community. How do they think their experience living in the COVID-19 pandemic may have differed from their own.

POST ASSESS: Ask the new groups to consider:

- Did any of these diseases have a similar impact on people?
- How is the COVID-19 pandemic comparable to other pandemics?

A NOTE REGARDING STUDENTS WITH PROTECTED CHARACTERISTICS

There are some stations where there are strong smelling objects. You could either remove the objects (the heather, juniper berries and the rosemary) from the activity altogether or you can instruct student(s) to not open the bottles.

It is ideal to have students work in small groups, but if student(s) experience overstimulation, the student(s) can work silently and independently.

OBJECTIVES and STANDARDS

- Not everyone experiences infectious diseases in the same way.

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.

- Urban and suburban lifestyles contribute to the circumstances and spread of disease.

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.

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.

