

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:

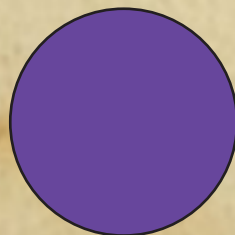
- PHYSIC GARDEN worksheet.

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.

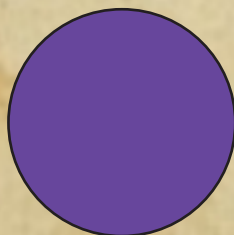
BEFORE THIS ACTIVITY

- 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.

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

OVERVIEW

This is a matching activity. Students will use their sense of smell and their investigative abilities to match each plant illustration in the ARCHIVE MATERIALS to a MYSTERY BALM and a MYSTERY AROMA, then identify and match these to a recipe in the ARCHIVE MATERIALS as well as an OBJECT.

BEFORE THIS ACTIVITY

- Make a photocopy of the INSIDE THE APOTHECARY JAR worksheet, found in the activities folder, for each student.
- Provide a pencil for each student.
- Spread the OBJECTS and ARCHIVE MATERIALS around a room, or around a large table. Make sure to place the INTERPRETATION CARDS with their corresponding objects.
- 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.

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WHAT YOU NEED TO GATHER FOR THIS ACTIVITY

Everything listed below can be found in the box. Interpretation cards and worksheets are in the light grey 'RCPE Activities' folder. Archive materials are in the dark grey 'RCPE Archives' folder.

WORKSHEETS:

- INSIDE THE APOTHECARY JAR worksheet.

OBJECTS:

- Mystery Balms x6
- Mystery Aromas x6
- UCAL Bronchial Lozenge Tin
- Herbarium: 'The Elixir of Health'
- Herbarium: 'For Wind in the Stomach'
- Herbarium: 'Juice Against Scurvy'

INTERPRETATION CARDS:

The 4 interpretation cards for each of the 4 objects.

ARCHIVE MATERIAL:

- UCAL Bronchial Lozenge Advertisement
- Recipe for 'The Elixir of Health'
- Recipe for 'For Wind in the Stomach'
- Recipe for 'Juices Against Scurvy'
- Illustration of 'The Red Rose'
- Illustration of 'Coriander'
- Illustration of 'Honeysuckle'
- Illustration of 'Liquorice'
- Illustration of 'Oranger de Genes'
- Illustration of 'Water Mint'

INCREASE THE DIFFICULTY LEVEL:

To make this activity more difficult, lay out all of the OBJECTS, INTERPRETATION CARDS and ARCHIVE MATERIALS, not just the ones listed above. This will give students more to investigate and offer more options for them to construct an answer.

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

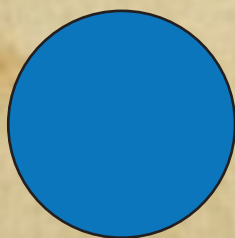
ACTIVITY INSTRUCTIONS

- The aim of this activity is to match, and draw a line between, the named plants on the INSIDE THE APOTHECARY JAR worksheet and the BALMS, AROMAS, RECIPES and OBJECTS.
- There are 6 different balms, 6 different aromas, 6 different plant illustrations, 4 different recipes (2 are used twice), and 4 different objects (2 are used twice).
 - Individually, or in pairs, students use the BALMS, AROMAS, INTERPRETATION CARDS and ARCHIVE MATERIALS to make their matches. Some of the scents are difficult to distinguish, so lots of sniffing may be required.
- The answers can be found on the INSIDE THE APOTHECARY JAR answer key. There is a digital copy on the USB drive and a hard copy in the 'RCPE Activities' folder.

OPTIONAL GROUP WORK

Before, or after, being given correct answers:

- In groups of 3-4, or led by the teacher as a class, the following points can be discussed:
 - Which smells, plant illustrations or ingredients look familiar?
 - Which smells, plant illustrations or ingredients do not look familiar?
 - Where have you seen or smelt these before? In your kitchen? In a garden? At the botanic gardens? At the supermarket? In perfume?



OBJECTIVES AND STANDARDS

Students will enhance their interpersonal skills, listening and responding accordingly.

LIT 3-07a - "I can show my understanding of what I listen to or watch..."

Students should learn the importance of animal, mineral, and plants in the history of medicine.

SOC 3-01a - "I can use my knowledge of a historical period to interpret the evidence..."

SOC3-05 - "I can describe the factors contributing to a major social, political or economic change..."

Physicians used plants, minerals and animals to treat their patients. In many cases, physicians would either source the materials themselves or purchase them from Apothecaries.

HWB 3-38a - "I understand the positive effects that some substances can have on the mind and body, but I am also aware of the negative..."

It was not always sufficient to ingest the material raw or untreated. Physicians would create tinctures, balms, powders, jellies, and pills to treat the illness.

HWB 3-15a - "I am developing my understanding of the human body..."

Recipes for medicine have been in a constant state of redevelopment since the 15th century.

SOC 3-14a - "I can use a range of maps and geographical information systems to gather, interpret, and present conclusions..."

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

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

OVERVIEW

Students will use the ARCHIVE MATERIAL and INTERPRETATION CARDS to discover where objects, and the ingredients used to make the medicines, come from.

Students will need to be vigilant; there are lots of ingredients and archive materials that need investigating.

BEFORE THIS ACTIVITY

- Make a photocopy of the WHERE IN THE WORLD worksheet, found in the activities folder, for each student.
- Provide a pencil for each student.
- Spread the OBJECTS and ARCHIVE MATERIALS around a room, or around a large table. Make sure to place the INTERPRETATION CARDS with their corresponding objects.
- 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.

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WHAT YOU NEED TO GATHER FOR THIS ACTIVITY

Everything listed below can be found in the box. Interpretation cards and worksheets are in the light grey 'RCPE Activities' folder. Archive materials are in the dark grey 'RCPE Archives' folder.

WORKSHEETS:

- WHERE IN THE WORLD worksheet.

OBJECTS:

- Materia Medica: Cassia Bark - Cinnamomum Cassia
- Materia Medica: Cantharide - Lytta Vesicatoria
- Herbarium: 'The Elixir of Health'
- Herbarium: 'Juice Against Scurvy'
- Herbarium: 'For Freckles and Spots in the Face'
- Herbarium: 'For Wind in the Stomach'
- Herbarium: 'For the Small Pox'
- Gregory's Powder
- UCAL Bronchial Lozenge Tin
- Cadum Ointment Tin
- Milk of Magnesia Tablet Tin

INTERPRETATION CARDS:

The 11 cards for each of the 11 objects (that's all the object interpretation cards except the one titled 'Unknown Bark Fragment').

ARCHIVE MATERIAL:

- Recipe for 'Juices Against Scurvy'
- Recipe for 'Freckles and Spots in the Face'
- Recipe for 'Wind in the Stomach'
- Recipe for 'For the Smallpox' x4 sheets
- Recipe for 'The Elixir of Health'
- UCAL Bronchial Lozenge Advertisement
- Cadum Ointment Advertisement

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

ACTIVITY INSTRUCTIONS

- The aim of this activity is to fill in the missing ingredients and objects on the WHERE IN THE WORLD worksheet.
- There are 27 different ingredients or objects to find for 11 different countries.
 - Individually, or in pairs, students use to INTERPRETATION CARDS and ARCHIVE MATERIALS to find what the missing answers are.
- The answers can be found on the WHERE IN THE WORLD answer key. There is a digital copy on the USB drive and a hard copy in the 'RCPE Activities' folder.

OPTIONAL GROUP WORK

Before being given correct answers:

- In groups of 3-4, or led by the teacher as a class, the following points can be discussed:
 - Which ingredients look familiar?
 - Which ingredients do not look familiar?
 - Where have you seen the ingredients before? In your kitchen? In a garden? At the botanic gardens? At the supermarket?

After being given correct answers:

- In groups of 3-4, or led by the teacher as a class, the following points can be discussed:
 - How do you think these ingredients made their way to Scotland?
 - What ingredients do you think made the longest journey?
 - Some of these ingredients are not typically considered medical, they would usually be found in food. What ingredients surprised you the most?

OBJECTIVES AND STANDARDS

Students will discover where some medical ingredients originate and the journey they made.

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.

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.

The historical sources of medicine comes from diverse places. Sometimes this was through scientific discovery but sometimes this was through accidental happenstance.

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

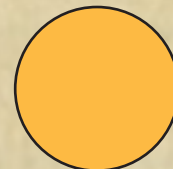
SOC 306-b Through research, I can identify possible causes of a past conflict and report on the impact it has on the lives of people at that time.

Medicines in history rely on materials from all over the world. Many materials are rare to find and are difficult to transport.

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 3-14a 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.

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



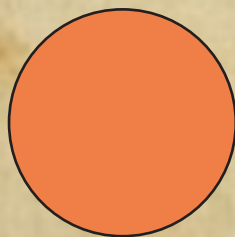
OVERVIEW

Students will work individually, in pairs or in groups to create an eye-catching advertisement for an old semi-medical recipe found in the ARCHIVE MATERIALS. They will study the recipes and OBJECTS to discover ingredients and devise a way to sell their recipe to the public.

BEFORE THIS ACTIVITY

- Make a photocopy of the SYMPTOM worksheet, found in the activities folder, for each student, pair or group.
- Make a photocopy of the ADVERT worksheet, found in the activities folder, for each student, pair or group. This can either be A4 or A3.
- Provide drawing materials for each student, pair or group.
- Spread the OBJECTS and ARCHIVE MATERIALS around a room, or around a large table. Make sure to place the INTERPRETATION CARDS with their corresponding objects.
- 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.

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

**WHAT YOU NEED TO GATHER FOR THIS ACTIVITY**

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WORKSHEETS:

- SYMPTOM worksheet.
- ADVERT worksheet.

OBJECTS:

- Materia Medica: Cantharide - Lytta Vesicatoria
- Herbarium: 'The Elixir of Health'
- Herbarium: 'Juice Against Scurvy'
 - Herbarium: 'For Freckles and Spots in the Face'
- Herbarium: 'For Wind in the Stomach'
- Herbarium: 'For the Small Pox'
- Gregory's Powder
- UCAL Bronchial Lozenge Tin
- Cadum Ointment Tin
- Milk of Magnesia Tablet Tin

INTERPRETATION CARDS:

The 10 cards for each of the 10 objects (that's all the object interpretation cards except 'Unknown Bark Fragment' and 'Materia Medica: Cassia Bark').

ARCHIVE MATERIAL:

- Recipe for 'The Elixir of Health'
- Recipe for 'Juices Against Scurvy'
- Recipe for 'Freckles and Spots in the Face'
- Recipe for 'Wind in the Stomach'
- Recipe for 'For the Smallpox' x4 sheets
- UCAL Bronchial Lozenge Advertisement
- Cadum Ointment Advertisement
- Advertisement for the 'Toxo-Absorbent' cure
- Advertisement for 'The Cheapest and Safest Way of Bringing forth the venom of Secret Disease, the Electuary'
- Advertisement for 'The Curer of All Diseases, James Hallett Mathematician and Astrologer'

ACTIVITY INSTRUCTIONS

- The aim of this activity is to design and draw an advertisement on the ADVERT worksheet.
 - Working individually, in pairs or groups, students choose which OBJECT they are going to design an advertisement for.
 - Students can then use the INTERPRETATION CARDS and ARCHIVE MATERIALS to research the purpose of their object, what ingredients it contains, and where those ingredients come from.
 - When researching their object and brainstorming design ideas, students fill in the SYMPTOM worksheet.
 - The SYMPTOM worksheet contains prompts to encourage students to research their object fully, and to think about their intended audience, when designing their advertisement.

OPTIONAL GROUP WORK

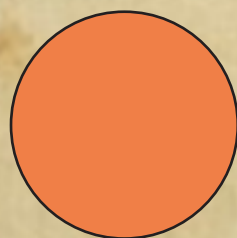
After all the advertisements have been created:

- Each student, pair or group presents their advert, explaining what they are advertising, why they chose to include certain information and why they made certain design choices.

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OBJECTIVES AND STANDARDS

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.

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 text.

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

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 purpose.

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.

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