

**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.

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

**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.

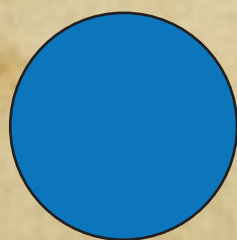
### ACTIVITY INSTRUCTIONS

- 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..."

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