

**MEDICINE AND  
PUBLIC HEALTH  
THROUGH TIME**

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with  
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**Illustrated by  
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# INTRODUCTION

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| <b>The Pack</b>            | <p><i>Medicine and Public Health Through Time</i> has been designed to enable students to learn about the topic of 'Medicine Through Time' as part of the School History Project (SHP) GCSE syllabus. Some of the worksheets are also suitable for teaching 'Medicine' as part of the KS3 History syllabus and links are provided to the QCA History Unit 20: Twentieth-century medicine: how has it changed the lives of people?</p> |
| <b>Student Suitability</b> | <p>This pack is designed primarily for GCSE students. If it is used in KS3, it will be suitable for more able students. Teachers should find the pack a useful resource for both KS3 and KS4.</p>   |
| <b>Using The Pack</b>      | <p>The pack, as its name suggests, is arranged in chronological order of events. Each worksheet in the pack could be used as a stand-alone lesson, as required. There are two worksheets at the end of the pack designed as revision pages, which ask students to consider 'patterns of change' and 'factors of change'.</p>  |
| <b>The People Involved</b> | <p>The consultant author for this pack was Rachael Norman, who teaches in a south London comprehensive school. The editorial co-ordinator was Deborah Sheward, a teacher at Sydenham School in south London. The pack was edited by Helen Alley and illustrated by Peter Davies. The Chalkface format was created by Susan Quilliam.</p>  |
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| <b>How To Contact Us</b>   | <p>The Chalkface Project, PO Box 111, Milton Keynes MK11 1XN<br/>Tel: 0800 781 8858<br/>Fax: 0845 458 5344<br/>E-mail: sales@chalkface.com<br/>Website: www.chalkface.com<br/>Homework website: www.iamclever.org</p> <p><i>Medicine and Public Health Through Time</i> © The Chalkface Project Ltd 2001<br/>ISBN 1 86025 381 4<br/>MPHT<br/>Last updated 21/11/01</p>  |

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# GENERAL GUIDELINES

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## Guidelines for using this pack

The Lesson Plan opposite each worksheet supports the teaching of each lesson as required. These more general guidelines give advice on using the whole pack and could form the basis of in-service training prior to using it. If you are copying worksheets for a supply teacher to use, please remember to photocopy both the relevant Lesson Plan and these General Guidelines.

## Preparing for the lesson

Specific preparation for the lesson is indicated in the *Preparation required* section of the Lesson Plan. You should always have available copies of the worksheet, pens, pencils and a chalkboard, or equivalent. Possible classroom management challenges that may be created by the worksheet and any specific issues relating to the lesson are brought to your attention under the heading *Points to be aware of*. You will probably want to check whether these are relevant to your class. Each worksheet is designed to last for a one-hour lesson. You can link worksheets to make a double lesson; linkable sheets are listed under the heading *Links to other worksheets*. Any extra information that you might find useful in the lesson is provided under the heading *Background information*.

## The lesson

You can choose how to manage each activity in the classroom. However, guidelines are given for timing and for grouping the students. Where a specific approach is required for an activity, this is indicated in the Lesson Plan, although most of the information will be found on the worksheet.

Each worksheet has three main activities, which generally begin with an introductory discussion and move through to individual or group work. These activities fall into several basic formats:

- thought starters
- oral work
- brainstorming
- research
- written work
- working in role or 'imagine' exercises.

Where relevant, you may choose to allow students with poor writing skills to work on the sheet and mark, underline or colour to show understanding. Where extended writing or copying is required, you could modify the task and set a precise target for students who work very slowly, inaccurately or untidily. You may find it useful to mark with a fluorescent pen the sections that you expect students to complete. Where a different approach might be more appropriate for less able (or more able) students, this is highlighted under the heading *Low/high ability differentiation*. Guidelines are also given for assessing students' learning in an informal way under the heading *Assessment strategy*.

## Following up on the lesson

The Lesson Plans also include suggestions for extension activities. These are designed to carry the topic into a double lesson, or to provide an opportunity for out-of-classroom work. Many of the activities are differentiated.

## Web-based homework

If you have access to the Internet, either at home or at school, you can take advantage of our web-based homework activities. Students work online and send their work directly to your personal homepage on our website [www.iamclever.org](http://www.iamclever.org). The system is secure, easy to use, and has been shown to be very motivating for the students. Every UK secondary school is already registered on the system. All you have to do is to add yourself as a teacher, so that students can send work to you. Simply click on 'log in here' and follow the instructions. The whole process takes about two minutes.

## Useful websites for use throughout this pack

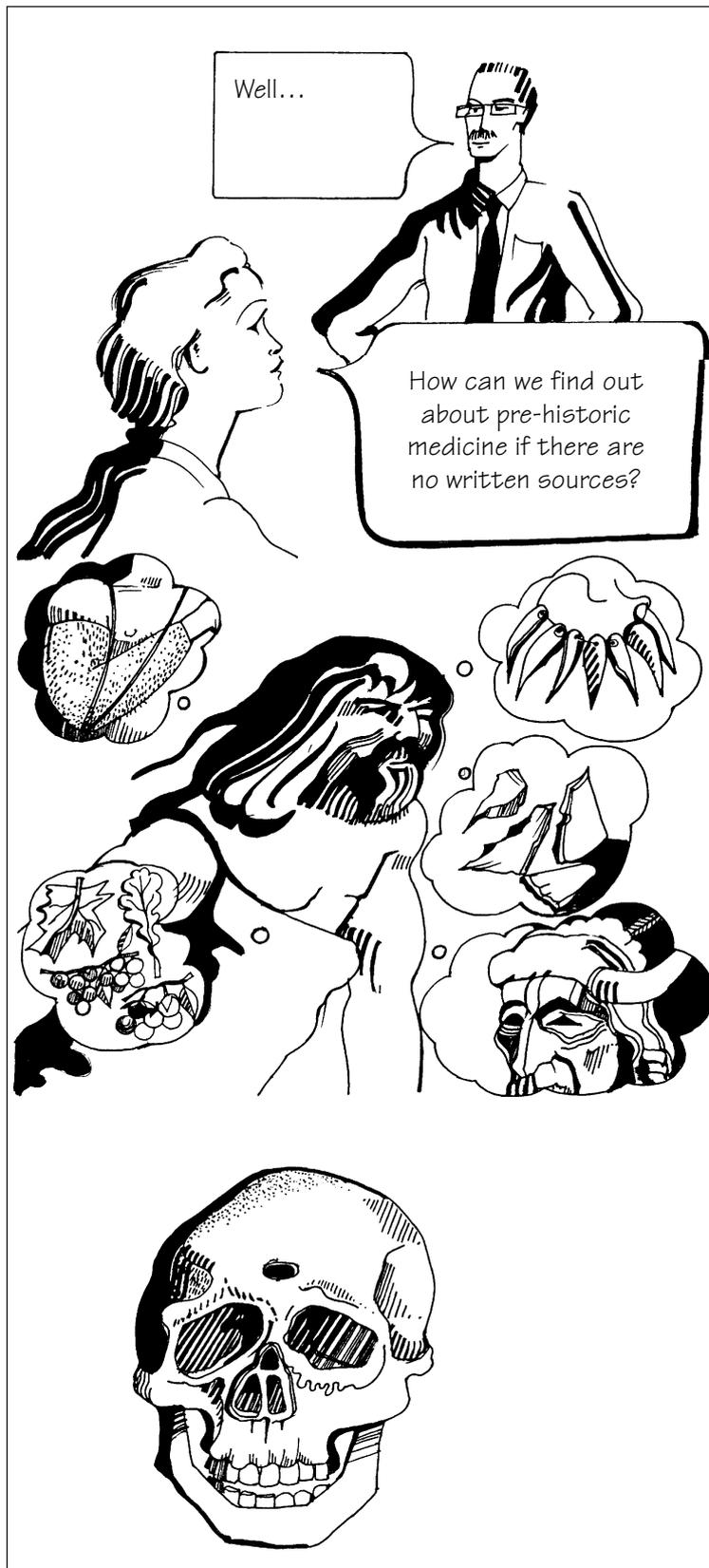
|                   |  |
|-------------------|--|
| GCSE Bitesize     | <a href="http://www.bbc.co.uk/education/bitesize">www.bbc.co.uk/education/bitesize</a> |
| Homework High     | <a href="http://www.homeworkhigh.com">www.homeworkhigh.com</a>                         |
| Homework Elephant | <a href="http://www.homeworkelephant.co.uk">www.homeworkelephant.co.uk</a>             |

# LESSON PLAN – PRE-HISTORIC MEDICINE

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|--|--|
| <b>Learning outcome</b>  | Students will understand how we can find out about medicine in pre-historic times and what pre-historic people did to try to cure diseases.  |
| <b>Links to other worksheets</b>                                       | Other worksheets concerned with supernatural and spiritual causes and cures include EGYPTIAN MEDICINE (page 8), GREEK MEDICINE (page 10) and THE MIDDLE AGES (page 14).  |
| <b>Preparation required</b>  | You may wish to have ICT facilities available for Activity 2.  |
| <b>Points to be aware of</b>   | Students need to have some knowledge of life in pre-historic times and of the different types of evidence that historians use to find out about the past.  |
| <b>ACTIVITY 1</b><br><b>10 minutes</b><br><b>Whole class</b>           | Hold a class discussion, listing the sorts of evidence used to find out about pre-historic medicine. Discuss problems of interpreting archaeological evidence and explain how we, as historians, sometimes have to make deductions based on limited historical evidence.   |
| <b>ACTIVITY 2</b><br><b>40 minutes</b><br><b>Individual</b>            | Students could use ICT skills to produce their information sheet, importing suitable pictures from CD-ROMs or the Internet. The fact sheets could be given to Year 7 students – and their reactions fed back to the class.<br>The illustration shows: herbs and berries; a charm (necklace of teeth); flint scrapers; a medicine man; a broken arm covered in mud. |
| <b>ACTIVITY 3</b><br><b>10 minutes</b><br><b>Individual then pairs</b> | Students may have some interesting ideas! The generally accepted view is that it was done to provide the disease with a means of escape from the body. The smooth edges suggest that the wound healed and, therefore, that the patient survived.   |
| <b>Differentiation strategy for low ability students</b>               | Activity 2: students could roleplay different ailments – headache, stomach ache, broken arm, sickness, and so on, with others acting as medicine men, deciding how to treat them.  |
| <b>Differentiation strategy for high ability students</b>              | Students could compare how different ailments would be treated in pre-historic times with how they would be treated today.   |
| <b>Extension activities for low ability students</b>                   | KS3 Students could make a cave painting of a medicine man.<br>KS4 Students could design a poster to show one of the cures that pre-historic people used.   |
| <b>Extension activities for high ability students</b>                  | KS3 Students could research similarities between pre-historic times and present-day aboriginal societies.<br>KS4 Students could find out about occasions when beliefs in spiritual and supernatural causes have hindered progress in medicine.   |
| <b>Web-based homework</b>  | Students will need access to the website <a href="http://www.iamclever.org">www.iamclever.org</a> . The homework for this lesson is PRE-HISTORIC MEDICINE:<br>Work with a partner. One of you should find a picture of a trephined skull on the Internet and the other should find a picture of one in your school library. Compare and submit your findings.      |
| <b>Assessment and evaluation strategy</b>                              | Devise a questionnaire for Year 7 students to complete while using the fact sheets.  |
| <b>Cross-curricular links</b>  | Religious studies, Citizenship, ICT  |
| <b>PoS/references</b>  | KS4 SHP GCSE Syllabus  |
| <b>My notes on this class</b>  |  |

# PRE-HISTORIC MEDICINE

LEARNING OUTCOME: YOU WILL UNDERSTAND HOW WE CAN FIND OUT ABOUT MEDICINE IN PRE-HISTORIC TIMES AND WHAT PRE-HISTORIC PEOPLE DID TO TRY AND CURE DISEASES



1 What do you think the teacher in the illustration will say in reply to the student?

Why is it difficult to find out about pre-historic medicine?

What problems arise when interpreting cave-paintings and archaeological evidence?

How can we find out more about pre-historic medicine?

2 Make a table with two columns, one labelled 'Supernatural cures' and the other 'Common-sense cures'.

Write the cures shown in the picture in the correct column.

Produce a fact sheet for Year 7 students explaining how pre-historic people treated the sick. Add illustrations to support the text.

3 Look at the picture of the trephined skull.

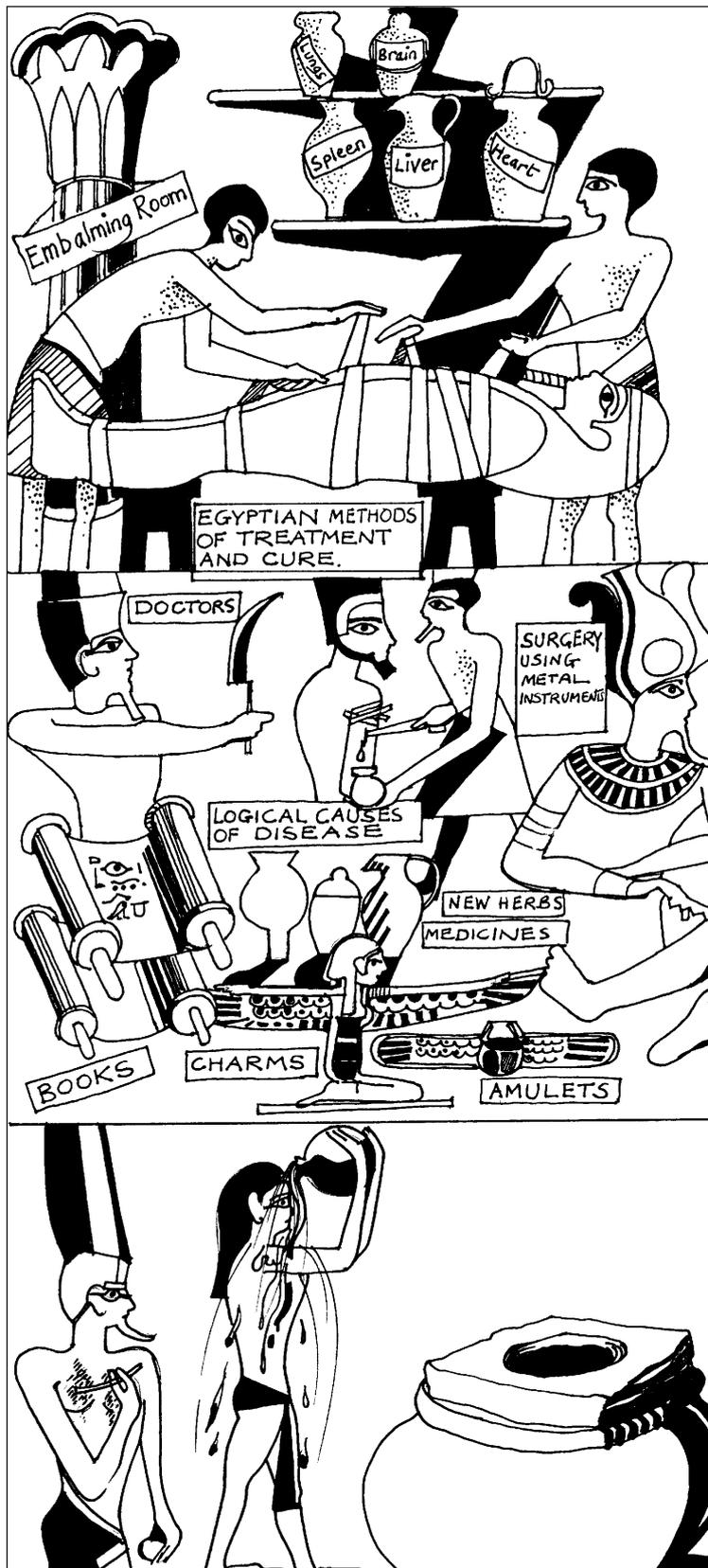
Why do you think the hole was cut into this skull? What do you think was used to make the hole?

The bone around the holes is smooth and rounded: what does this suggest?



# EGYPTIAN MEDICINE

LEARNING OUTCOME: YOU WILL UNDERSTAND ATTITUDES TO MEDICINE AND PUBLIC HEALTH IN EGYPTIAN TIMES AND HOW RELIGIOUS BELIEFS BOTH HELPED AND HINDERED MEDICAL PRACTICE



- 1 We know more about ancient Egyptian ideas about illnesses and their treatment than we do about those of pre-historic people. Why is this?  
Why did the Egyptians embalm the dead? How did the process of mummification help the Egyptians learn about anatomy?
- 2 Draw a diagram to show different ways in which the Egyptians treated disease. In red, shade those methods which are new and shade in blue those which are continued from pre-historic times.  
Now write a short essay: 'Egyptian medicine: Progress or continuity?'
- 3 Egyptians washed regularly and priests changed their clothes and shaved their bodies to avoid getting lice. Do you think they realised the importance of hygiene in preventing illness, or is there another explanation?

# LESSON PLAN – GREEK MEDICINE

|   |   |
|---|---|
| <b>Learning outcome</b>                                   | Students will understand how the Greeks thought in new ways about the causes of disease and began looking for more scientific explanations.   |
| <b>Links to other worksheets</b>                          | Other worksheets concerned with religious causes and cures include PRE-HISTORIC MEDICINE (page 6), EGYPTIAN MEDICINE (page 8) and THE MIDDLE AGES (page 14).  |
| <b>Points to be aware of</b>                              | Students should have some knowledge of life in ancient Greece.  |
| <b>ACTIVITY 1</b><br>10 minutes<br>Whole class            | Class discussion. Religion was still a major factor in medicine, but Hippocrates began to look for natural causes of disease. Discuss the idea of clinical observation of patients.   |
| <b>ACTIVITY 2</b><br>40 minutes<br>Individual             | Discuss the necessity for strong religious beliefs if the temple visit was to be a success. The illustrations show: <ul style="list-style-type: none"><li>• Making an offering of honey to Asclepius the god of healing</li><li>• Having a bath in spring water to cleanse body and soul</li><li>• Reading inscriptions on stone tablets describing past cures</li><li>• Praying at the altar</li><li>• A drug-induced sleep on animal skins in the abaton (the sleeping area)</li><li>• Sacred snakes crawl over the patient's body and ointments are rubbed in</li><li>• If the patient believes in god and magic they wake up cured.</li></ul> |
| <b>ACTIVITY 3</b><br>10 minutes<br>Individual or pairs    | This activity could be done as a roleplay in pairs, with one student as the patient and the other as Hippocrates.   |
| <b>Differentiation strategy for low ability students</b>  | Students could draw a cartoon strip, showing what happened to them during the visit to the temple.  |
| <b>Differentiation strategy for high ability students</b> | Following Activity 2, students answer the following: Doctors like Hippocrates were finding natural causes for diseases so why do you think people still visited Asclepius temples for healing?  |
| <b>Extension activities for low ability students</b>      | KS3 Students could design a poster advertising an Asclepius temple.<br>KS4 Ask students to produce a visitor's guide to an Asclepius temple, including pictures and descriptions of all its major features.   |
| <b>Extension activities for high ability students</b>     | KS3 Students could draw a plan of an Asclepius temple with a key to show the purpose of the various buildings – which they could then use to make a model.<br>KS4 Ask students to find out more about Hippocrates and write a short biographical article about him for a medical journal.   |
| <b>Web-based homework</b>                                 | Students will need access to the website <a href="http://www.iamclever.org">www.iamclever.org</a> . The homework for this lesson is GREEK MEDICINE:<br>Visit the GCSE Bitesize website and find 'Ancient and Greek Medicine'. Complete the sample exam question and then check it against the model answer provided.  |
| <b>Useful website URLs</b>                                | <a href="http://www.bbc.co.uk/education/gcsebitesize">www.bbc.co.uk/education/gcsebitesize</a>  |
| <b>Assessment and evaluation strategy</b>                 | Focuses on the ideas of causation. The roleplay could be evaluated through peer marking. The homework will show a grade A–C response.   |
| <b>Cross-curricular links</b>                             | Religious studies, Geography, Citizenship, ICT  |
| <b>PoS/references</b>                                     | KS4 SHP GCSE Syllabus   |
| <b>My notes on this class</b>                             |   |

# GREEK MEDICINE

LEARNING OUTCOME: YOU WILL UNDERSTAND HOW THE GREEKS THOUGHT IN NEW WAYS ABOUT THE CAUSES OF DISEASE AND BEGAN LOOKING FOR MORE SCIENTIFIC EXPLANATIONS

- 1 Look at the illustration of Hippocrates. Why do you think he is known as the Father of Medicine? What is clinical observation? What was new about ancient Greek ideas of the causes of illness?
- 2 Look at the illustration showing an Asclepian temple. Write about a visit you made there. Describe what was wrong with you, what you did at the temple, how you were treated and whether you were cured.
- 3 The Greeks believed that there were four main fluids or humours in the body. If these humours became imbalanced – there was too much or too little of one of them – then the person would become ill. Look at the diagram, below, and use it to decide which of the four humours is out of balance and which season and element this is related to, in the following:
  - vomiting
  - sneezing and coughing
  - nose bleeds
  - yellow skin.

