**KQ2 To what extent did the ideas about the causes of illness change 1350-1750, and how did they impact on approaches to treatment and prevention?**

|  |
| --- |
|  |

**Key Enquiries**

1 What factors help us to understand change and continuity in Medical developments 1350-1750?

2 What were your chances of a long life if you were born in 1350?

3 How far did the Church and the Renaissance impact on developments in Medicine 1350-1750?

4 How far did ideas about the causes of illness change 1350-1750?

5 How far did approaches to treatment and prevention of illness change 1350-1750?

6 How far did public health provision change 1350-1750?

**Language and Literacy**

**Key Terms and their meanings in Medicine 1350-1750.**

|  |  |
| --- | --- |
| **Apothecary** | A person who made medicines using herbs and spices. |
| **Black Death** | A bubonic plague in 1348 |
| **Bloodletting** | Ancient treatment of releasing blood from the veins to balance humours. |
| **Change** | To make or become different |
| **Christian Church** | Up to 1530’s the Roman Catholic Church, but from Reformation onwards Protestant Church too. |
| **Continuity** | To remain the same |
| **Disease** | Illness or unhealthy condition |
| **Four Humours** | Ancient explanation of the constitution of the human body from which diagnosis and treatment of illness were made. |
| **Galen** | Roman doctor |
| **Great Plague** | A bubonic plague of 1666 |
| **Harvey** | A researcher of anatomy who discovered how the heart worked like a pump pushing blood around the body. |
| **Hippocrates** | Greek doctor |
| Impact | The result of something |
| Licensed doctors | Permission to treat from those in authority over the medical profession |
| Medieval | The period 1350-1500 |
| Middle Ages | The period 1350-1500 |
| Midwife | A woman who assists women in childbirth |
| Physician | A trained doctor |
| **Public health** | The standard of living conditions and general health of the people |
| Quack | A doctor without a licence who diagnosis illness and prescribes medicine |
| Reformation | The division in the Christian Church between Catholics and Protestants in the 1530’s |
| Renaissance | The rebirth of learning by analysing ancient thinkers and arriving at new ideas |
| Royal Society | A group set up in 1660 to enable educated people to discuss scientific ideas. |
| Scientific Revolution | Changes in the 1600’s in all branches of the sciences and technology which led to the development of new ideas in medicine. |
| Supernatural | Not belonging to the natural world |
| Surgeon | Someone who deal with wounds or treatments that involve cutting the body |
| Unlicensed doctors | Doctors without a licence to diagnose or treat illness from those in authority over the medical profession. |
| Vesalius | Professor of surgery and anatomy who read Hippocrates and Galen but also experimented and questioned their work. |
| Wisewoman | Local women in each town and village who possessed knowledge of diagnosing and treatments of illness. |

**What factors help us to understand change and continuity in Medical developments 1350-1750?**

**Focus : Factors of change and continuity in Medical developments 1350-1750.**

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**Activity 1: How long a life could you expect to live in the period 1350-1750?**

# **Activity 2: Factors that help us to understand why change took place in Medicine 1350-1750.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role of Individuals  Vesalius discovered that Galen’s work about how blood moved through the heart was incorrect and later Harvey was to discover how the heart worked like a pump, pumping the same blood around the body. |  | New Ideas  The Medical Renaissance witnessed the study and questioning of the Greek and Roman doctors, and the Scientific Revolution of 1600 onwards led to increase knowledge in Chemistry and new technology |  | Role of Government  During this period European countries developed more coherent systems of government that began to accept some responsibility for public health. At moments of crises eg Great Plague, government made regulations. |  |
|  |  | FACTORS OF CHANGE 1350-1750 |  |  |  |
| Science and Technology  New technology was developed in the 1600’s like microscopes t analyse matter more closely. Developments in Chemistry also enabled analyses of chemicals that made up the human body |  | War  During the period there were numerous wars in Europe, and this gave opportunities for surgeons like Pare to practise their jobs on the battlefields were new injuries led to new methods in surgery |  | Communication and Education  During the 1600’s as a result of the Medical Renaissance and Scientific Revolution, new grouos were founded to discuss medical matters. In Britain The Royal Society was founded in 1645 |  |

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**Activity 3: Factors that help us to understand why continuity took place in Medicine 1750-1900**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role of Individuals  The influence of the Greek doctor Hippocrates and Roman doctor Galen continued to be strong in terms of diagnoses and treatment. They remained important in medical education. |  | Old Ideas  Ideas on the causes of illness continued to be based on the Greek theory of the four humours, along with other general ideas about spirits (god), miasma (bad air) and astrological causes. The influence of the Church remained great. |  | Role of Government  It was widely considered that it was not the role of government to become too involved in managing the lives of people. This was often the case in public health and private companies stepped in to solve local problems such as water and sanitation. |  |
|  |  | FACTORS OF CONTINUITY 1350-1750 |  |  |  |
| Science and Technology  The power of new technology like microscopes was very limited, and could not be linked to new treatment until after 1800. There was still much to be discovered in Chemistry. |  | War  War could often bring great disruption and divert resources away from medical learning. This along with the destruction of ancient medical books was a significant barrier to progress in medicine. |  | Communication and Education  The Church retained its position as the centre of academic provision and keeper of Ancient texts. Despite the development of printing in the 1500’s access to medical texts and learning remained the privilege of the few. |  |

**How far did the changing ideas impact on medicine 1350-1750?**

**Focus The Church, Scientific Revolution and Renaissance.**

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#### **Activity 1: Why were the ideas of the Greeks and Romans still being used in Medicine by 1350?**

#### **Using DC SHP Medicine Text p 54-55 complete three paragraphs of writing which explain why the Greeks and Romans still being read by 1350 and how things were beginning to change. The writing must include the following paragraphs;**

#### **The chaos in Europe after the fall of the Roman Empire (identify the role of Government, ideas, war, communication and education)**

#### **The influence of the Catholic Church (identify the role of Government, ideas, war, communication and education)**

#### **The reasons which explain why change was on its way ( identify the role of Government, ideas, war, communication and education)**

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**Activity 2: Vesalius’s research leads to different conclusions than Galen! Complete the following fact file on Vesalius using DC SHP Medicine text p58.**

|  |
| --- |
| **Vesalius** **Bibliography**  **Specialism**  **Before Vesalius**  **After Vesalius** |

# **Activity 3: How important is Vesalius in the development of Medicine?**

**Complete the following questions using DC SHP Medicine text p58-59. The answers will enable you to understand the impact of Vesalius work in the development of medical knowledge.**

|  |  |
| --- | --- |
| **Questions** | **Explanation and Evaluation of Vesalius work** |
| **1 What did Vesalius say about criticism of his book?** |  |
| **2 How could he be sure that Galen had been wrong?** |  |
| **3 How did he show that Galen had been wrong about the jaw bone?** |  |
| **4 How did he show that Galen had been wrong about the heart?** |  |
| **5 What was the significance of his work?** |  |

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**Activity 4: Harvey discovers the heart of the matter!. Complete the following fact file on Harvey using DC SHP Medicine text p62.**

|  |
| --- |
| **Harvey** **Bibliography**  **Specialism**  **Before Harvey**  **After Harvey** |

# **Activity 5: How important is Harvey in the development of Medicine? Complete the following questions using DC SHP Medicine text p62-63. The answers will enable you to understand the impact of Harvey’s work in the development of medical knowledge.**

|  |  |
| --- | --- |
| **Questions** | **Evaluation of Harvey’s work** |
| **1What did Harvey study?** |  |
| **2 What had he discovered in his book of 1628?** |  |
| **3 How did he prove he was right?** |  |
| **4 What couldn’t he prove?** |  |
| **5 What was the significance of his work?** |  |

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**Activity 6: What were the causes of the Medical Renaissance?**

**During the period 1350-1750 there was a Medical Renaissance. This means that there was a rebirth of learning that coincided with the growing influence of scientific enquiry. In this activity you will develop an understanding of what were the causes of the scientific revolution using DC SHP Medicine text p65.**

|  |  |  |
| --- | --- | --- |
| **Experiments** | **Wars** | **Education** |
| **Wealth** | **What were the causes of the Medical Renaissance in Medicine?** | **Attitudes and beliefs** |
| **Machinery** | **Art and Ancient Learning** | **Printing** |

# **Activity 7: What was the impact of the Medical Renaissance? Complete the following thinking matrix using DC SHP Medicine text p66-67.**

|  |  |  |
| --- | --- | --- |
| **Developments** | **Evidence of the Impact of the Medical Renaissance.** | **±ve impact** |
| **1New ideas and discoveries. P66** |  |  |
| **2 No body healthier. P66** |  |  |
| **3 No new treatments.P66** |  |  |
| **4 Pare’s new problems. P66** |  |  |
| **5 Benefits of Pare. P66** |  |  |
| **6 Benefits of trade. P66** |  |  |
| **7 Church p67** |  |  |

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**Activity 8: What was the scientific revolution and what was its impact on medicine? Complete the following thinking matrix on the scientific revolution information sheet.**

|  |
| --- |
| **What was the scientific Revolution?**  **1**    **2** |

|  |  |
| --- | --- |
| **Impact** | **Evidence of the Impact of the Medical Renaissance.** |
| **1 Deductive reasoning** | **a)**    **b)** |
| **2 New attitudes about the body** | **a)**    **b)** |
| **3 Influence of Chemistry and physics on medical theories.** | **a)**    **b)** |
| **4 Scientific and technological developments and their spin offs** | **a)**    **b)** |
| **5 Setting up of Learned societies** | **a)**    **b)** |

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**Activity 9: A scientific revolution but no better health!**

**Explain why the discoveries of the scientific revolution didn’t make people any healthier by 1750 by completing the following mind map using DC SHP Medicine text p89 and the information sheet on the Scientific Revolution.**

|  |
| --- |
|  |

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**Activity 10: How far did changing ideas impact on medicine in the period 1350-1750?**

**Analyse how far changing ideas impacted on medicine by plotting your own living graph and labelling some of the significant points related to changing ideas on it.**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **Even by the late 1700’s microscopes were not powerful enough to see some of the tiny micro organisms that need to be analysed to understand illness.** | **Descartes ideas on deductive reasoning to explain things in the natural world had had an important impact by 1650, and resulted in learned societies.** | **Up to 1500 there had been very little questioning of the work of the Ancient doctors Hippocrates and Galen. Their ideas were still dominant in the medical schools.** |
| **There was little development in the ideas about the causes and treatment of illness despite the work of Vesalius and Harvey.** | **Breakthroughs in scientific thinking in Physics and Chemistry did not result in new approaches to medicine and treatment of illness till well after 1800.** | **More knowledge of Chemistry as needed by 1750 to understand the complexity of the human body. Even the gases that made up the air were not discovered until 1777..** |

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**Activity 11: How far did the changing context impact on medicine between 1350 and 1750?**

**Using WB SHP Medicine text p14-15, work through the activities 1-7. Then organise your thoughts and answer the following question using either of the suggested thinking frames below.**

**Thinking frame 1**

**Intro: Whilst there were some changes in medicine during the period 1350-1750 because of the changing context, there were many ideas that remained the same.**

**Part 1: There were some significant changes in the context for medical developments during the period 1350-1750. For example…**

**Part 2: However many ideas and practices within medicine remained the same in the period 1350-1750. For example….**

**Thinking frame 2**

**Intro: Whilst there were some ideas that continued in the context for medical developments during the period 1350-1750, there were many significant changes.**

**Part 1: There were some ideas that continued in the context of Medical developments during the period 1350-1750. For example…**

**Part 2: However there were many significant changes in the context of medical developments in the period 1350-1750. For example….**

**How far did ideas about the causes of illness change 1350-1750?**

**Focus : Changing ideas about the Causes of illness.**

**Activity 1: How far did Medical ideas from the Ancients continue to be used in the Middle Ages? Identify evidence to show continuity in ideas about the causes of disease between Ancient times and the Medieval period by completing the following thinking matrix using WB SHP Medicine text p6-7**

|  |  |  |
| --- | --- | --- |
| **Ideas from the Ancient times.** | **Description of ideas** | **Evidence of idea still being used in the Medieval period.** |
| **The Four Humours** |  | **1**    **2** |
| **Galen and the theory of Opposites** |  | **1**    **2** |
| **Prescription medicines of Physicians** |  | **1**    **2** |
| **Astrological ideas** |  | **1**      **2** |
| **The book Vade Mecum** |  | **1**      **2** |

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**Activity 2: How was the Black death 1348 and Great Plague 1665 explained at the time ?**

**Describe and explain what was thought to be the different possible causes of the Black Death 1348 WB SHP Medicine text p8-9 and the Great Plague 1665 DC SHP Medicine text p71.**

|  |  |  |
| --- | --- | --- |
| **Possible explanations of the causes of the disease.** | **Evidence that this explanation of disease was used at the time of the Black Death 1348** | **Evidence that this explanation of disease was used at the time of the Great Plague 1665** |
| **A punishment from God** |  |  |
| **The positioning of planets** |  |  |
| **Poisonous fumes or Miasma (bad air)** |  |  |
| **Imbalance of the Four Humours** |  |  |
| **Infection** |  |  |

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**Activity 3: How far did ideas about the causes of disease change in the period 1350-1750?Analyse how far ideas about the causes of disease began to change by plotting your own living graph and labelling some of the significant points related to changing ideas about the causes of disease on it.**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| The development of European Empires led to the discovery of new ingredients to treat causes of iillness believed to be treatable by prescriptive medicines. | The impact of the Scientific Revolution led to new knowledge in Chemistry and Physics that were used to diagnose causes of illness from 1650. | The Church continued to be very influential in education on causes of illness, and that they were linked to the spiritual world and demons. |
| The deductive reasoning of Descartes was increasingly used to research the causes of illness and the results were spread by the Royal Society from 1650. | There were many ideas about the causes of illness being based on the balancing of the four humours based on the work of the Ancient doctors. | By 1750 microscopes were still not powerful enough to identify the micro organisms that were essential to the understanding of the causes of illness. |

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**Activity 4: Why did things begin to change in ideas about the causes of illness?**

**Explain why ideas about the causes of illness began to change 1350-1750 by completing the following mind map using the sorting activity below.**

|  |  |  |
| --- | --- | --- |
| **Individuals**  **Vesalius had proved the Galen could be wrong about human anatomy and this encouraged research and development in the search for the causes of illness.**  **Harvey had shown how the heart worked like a pump to push the same blood around the body and that this undermined the idea of balancing the humours as a cause.** | **New ideas**  **The medical Renaissance encouraged new research into anatomy and physiology of the human body and the cause of illness.**  **The Scientific Revolution and the encouragement of Descartes deductive reasoning encouraged the questioning of old assumptions about the causes of illness** | **Government**  **During times of epidemics local and central government began to become increasingly involved in regulating health, and these were informed by new ideas.**  **Government became increasingly involved in regulating the education and training of licensed doctors in diagnosing and treating illness from 1600.** |
|  | **Reasons why ideas about the causes of illness began to change 1350-1750.** |  |
| **Science and Technology**  **A greater understanding of Chemistry led to greater understanding of Chemical processes and reactions inside the human body eg stomache.**  **Microscopes began to emerge in the 1600’s that were powerful enough to begin to analyse matter previously naked to the human eye.** | **War**  **The disruption brought about by war and ensuing disease led to ideas about the causes of illness possibly lying in regulating public health.**  **Peace and stability often meant that resources could be focussed on research and discovery of the causes of illness through education.** | **Communication and education**  **Learned societies such as the Royal Society in Britain led the way in research and discussion on the causes of illness.**  **The control and influence of the Church was increasingly in decline in education, and this along with the invention of printing encouraged new ideas into causes** |



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**Activity 5: How far did ideas about the causes of illness change 1350 and 1750?**

**Organise your thoughts and answer the following question using either of the suggested thinking frames below.**

**How far did ideas about the causes of illness change between 1350-1750?**

**Thinking frame 1**

**Intro: Whilst there were some changes in explanations of the causes of illness during the period 1350-1750, there were many ideas that remained the same.**

**Part 1: There were some significant changes in identifying the causes of illness during the period 1350-1750. For example…**

**Part 2: However many ideas and practices in identifying the causes of illness remained the same in the period 1350-1750. For example….**

**Thinking frame 2**

**Intro: Whilst there were some ideas that continued in explanations of the causes of illness during the period 1350-1750, there were many significant changes.**

**Part 1: There were some ideas that continued in explaining the causes of illness during the period 1350-1750. For example…**

**Part 2: However there were many significant changes in explaining the causes of illness in the period 1350-1750. For example….**

**How far did approaches to treatment of illness change 1350-1750?**

**Focus Change in treatments and preventions.**

**Activity 1: the training and methods of doctors and healers by 1750.**

**Explain how doctors and healers were trained after the Medical renaissance by completing the thinking matrix below using DC SHP Medicine text p84.**

|  |  |  |
| --- | --- | --- |
| **Licenesed or**  **Unlicensed?** | **Doctor or healer by 1750** | **Training and methods** |
| **Licenesed or**  **Unlicensed?** | **Physician** | **1**  **2**  **3** |
| **Licenesed or**  **Unlicensed?** | **Apothecary** | **1**  **2**  **3** |
| **Licenesed or**  **Unlicensed?** | **Surgeon** | **1**  **2**  **3** |
| **Licenesed or**  **Unlicensed?** | **Midwife** | **1**  **2**  **3** |
| **Licenesed or**  **Unlicensed?** | **Family** | **1**  **2**  **3** |
| **Licenesed or**  **Unlicensed?** | **Houeswife physician** | **1**  **2**  **3** |
| **Licenesed or**  **Unlicensed?** | **Wise woman** | **1**  **2**  **3** |
| **Licenesed or**  **Unlicensed?** | **Travelling quack** | **1**  **2**  **3** |

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**Activity 2: How far and in what ways did the Medical Renaissance change hospitals? a) Complete the following thinking matrix using DC SHP Medicine text p86.**

|  |  |
| --- | --- |
| **Hospitals in 1350** | **Evidence of what hospitals were like in 1350** |
| **Hospitals** | **1**    **2**  **3** |
| **Patients** | **1**    **2**  **3** |
| **Doctors and nurses** | **1**    **2**  **3** |
| **Treatments** | **1**    **2**  **3** |

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**b) Complete the following thinking matrix using DC SHP Medicine text p87.**

|  |  |
| --- | --- |
| **Hospitals in 1750** | **Evidence of what hospitals were like in 1750** |
| **Hospitals**  **Think about how far similar and different to 1350.** | **1**    **2** |
| **Patients**  **Think about how far similar and different to 1350.** | **1**    **2** |
| **Doctors and nurses**  **Think about how far similar and different to 1350.** | **1**    **2** |
| **Treatments**  **Think about how far similar and different to 1350.** | **1**    **2** |

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**Activity 3: How far did ideas about the treatment and prevention of disease change in the period 1350-1750?**

**Analyse how far ideas about the treatment and prevention of disease began to change by plotting your own living graph and labelling some of the significant points related to changing ideas about the treatment and prevention of disease on it.**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **There were treatments based on the theory of the four humours which continued to be used eg bloodletting, throughout the period.** | **The development of knowledge of chemistry led to change in the development of prescriptive medicines as treatment often with ingredients from the Empire.** | **Harvey showed by 1628 that the same blood was pumped around the body by the heart so that treatments like bloodletting had little effect as a treatment.** |
| **The scientific revolution and deductive reasoning led to greater analyses of the impact of treatments and therefore its gradual refinement.** | **By 1750 microscopes were still unable to identify the micro organisms that cause illness, and therefore treatments could not advance very much.** | **Chemistry was develoing as a science to analyse the human body, but there was still much to discover before effective treatments could be established.** |

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**Activity 4: Why did things begin to change in approaches to treatment and prevention of illness by 1750?**

**Explain why ideas about approaches to treatment and prevention of illness began to change 1350-1750 by completing the following mind map using the sorting activity below.**

|  |  |  |
| --- | --- | --- |
| **Individuals**  **Vesalius had proved the Galen could be wrong about human anatomy and this encouraged research and development in the search for the treatment of illness.**  **Harvey had shown how the heart worked like a pump to push the same blood around the body and that this undermined the idea of balancing the humours as a cure.** | **New ideas**  **The Medical Renaissance encouraged new research into anatomy and physiology of the human body and the treatment of illness.**  **The Scientific Revolution and the encouragement of Descartes deductive reasoning encouraged the questioning of old assumptions about the treatment of illness.** | **Government**  **During times of epidemics local and central government began to become increasingly involved in regulating health, and these were informed by new ideas.**  **Government became increasingly involved in regulating the education and training of licensed doctors in diagnosing and treating illness from 1600.** |
|  | **Reasons why approaches to treatment and prevention of illness began to change 1350-1750.** |  |
| **Science and Technology**  **A greater understanding of Chemistry led to greater understanding of Chemical processes and reactions inside the human body eg stomache.**  **Microscopes began to emerge in the 1600’s that were powerful enough to begin to analyse matter previously naked to the human eye and impact of treatments.** | **War**  **The disruption brought about by war and ensuing disease led to ideas about the treatment of illness possibly lying in regulating public health.**  **Peace and stability often meant that resources could be focussed on research and discovery of the treatments of illness through education.** | **Education and communication**  **Learned societies such as the Royal Society in Britain led the way in research and discussion on the treatment of illness.**  **The control and influence of the Church was increasingly in decline in education, and this along with the invention of printing encouraged new treatments** |

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**Activity 5: How far did approaches to the treatment and prevention of illness change 1350 and 1750?**

**Organise your thoughts and answer the following question using either of the suggested thinking frames below.**

**How far did ideas about the treatment and prevention of illness change between 1350-1750?**

**Thinking frame 1**

**Intro: Whilst there were some changes in treatments and prevention of illness during the period 1350-1750, there were many ideas that remained the same.**

**Part 1: There were some significant changes in treatment and prevention of illness during the period 1350-1750. For example…**

**Part 2: However many ideas and practices in treatment and prevention of illness remained the same in the period 1350-1750. For example….**

**Thinking frame 2**

**Intro: Whilst there were some ideas that continued in treatment and prevention of illness during the period 1350-1750, there were many significant changes.**

**Part 1: There were some ideas that continued in treatment and prevention of illness during the period 1350-1750. For example…**

**Part 2: However there were significant changes in treatment and prevention of illness during the period 1350-1750. For example…**

**How far did public health provision change 1350-1750?**

**Focus The Black Death and Great Plague; medical ideas and practice.**

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**Activity 1: What happened to public health after the Romans?**

**Describe and explain how and why the provision of public health systems declined after the Romans by completing the following thinking matrix using DC SHP Medicine text p42-43.**

|  |  |
| --- | --- |
|  | **Public health systems in Viking and Saxon times c500AD-1000AD.** |
| **Describe how public health systems declined.**    **Source 8 p42** | **1**    **2**    **3** |
| **Explain why public heath systems declined.**    **Source 10 p43** | **1 Ideas**    **2 Government**    **3 Science and technology**    **4 War**    **5 Communication and education** |

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**Activity 2: The Black Death 1348**

**Answer the following questions in full paragraphs about the Black Death using DC SHP Medicine text p46-48.**

|  |  |
| --- | --- |
| **Questions** | **Answers** |
| **Where and when did the Black Death occur?** |  |
| **How many people died in England as a result?** |  |
| **Explain the two types of plague in the Black Death.** |  |
| **In what ways did people react to the Black Death?** |  |
| **What actions did the King and Church authorities take in order to deal with the Plague?** |  |
| **To what extent were the measures taken effective?** |  |

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**Activity 3: Public Health in the Middle Ages.**

**As a result of the Black Death governments began to take initial measures to attempt to improve Public Health systems. This illustration shows a typical scene including aspects of public heath in the 14th Century. In this activity you need to match the statements to the scenes they describe in the illustration from DC SHP Medicine text p51.**

|  |
| --- |
|  |

# **Activity 4: Did towns have adequate public health systems?**

**Using the evidence you collated in Activity 4, produce an extended answer to the following question using the writing frame below.**

**To what extent did cities like London take adequate measures to improve the provision of public heath in the 14th century?**

* **Cities like London made some effective interventions to improve public health in the 14 the Century. For example…**

* **However many problems remained with regard to the provision of public heath in large cities like London. For example…**

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**Activity 5: Not another Plague!**

**Complete the following scroll to record the events of the great plague of 1665 using DC SHP Medicine text p71-72.**

|  |
| --- |
| **The Great Plague 1665**  **When and where did the Great Plague occur?**      **How many people died as a result of the Plague?**      **What did people think caused the Great Plague?**        **What actions did the Mayor and his Council make in order to deal with the Great Plague?**            **To what extent were the measures taken effective?** |

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**Activity 6: Water supply and Sanitation in London in the period 1350-1750**

**Explain the developments in water supply and sanitation in London during the period 1350-1750 by using WB SHP Medicine text p88-89.**

|  |  |
| --- | --- |
| **Public health problems** | **Description and explanation of developments 1350-1750** |
| **Water supply** | **1**    **2**    **3**    **4** |
| **Sanitation** | **1**    **2**    **3**    **4** |

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**Activity 7: How far did public health change in the period 1350-1750?**

**Analyse how far ideas about public health began to change by plotting your own living graph and labelling some of the significant points related to changing public health on it.**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **Before 1350 little progress had been made in public health. No one expected local government to provide water, sewers or collect rubbish. People had to pay for cesspits to be emptied. Any improvements were paid for by local individuals.** | **The Black Death of 1348 encouraged some towns to introduce by-laws like fines for rubbish and mess, digging ditches as drainage, making privies available and trying to locate water supply away from cesspits.** | **As towns grew bigger after the Black Death of 1348, public health became a bigger problem with no wide provision for water supply, sewers and drainage or rubbish collection. Some places had by-laws that regulated some aspects of public health eg public baths.** |
| **The Great Plague of 1665 saw more regulations of public health by government including making people responsible for sweeping and cleaning streets, controlling the sale of food, and fumigating areas.** | **By 1613 the project of supplying fresh water to London was complete after receiving funding from private individuals and King James I. However the quality of the water could not be monitored effectively.** | **Flushing toilets and adequate sewers were not able to develop comprehensively until the mid 1800’s, cesspits and privies at to be cleared by local businesses and there was no local or national health authorities.** |

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**Activity 8: 400 years and little improvement in Public Health**

**Explain why there was little improvement in public heath provision by 1750 by completing the following mind map using DC SHP Medicine text p89.**

|  |  |  |
| --- | --- | --- |
| **Individuals**  **Local individuals largely did not want to fund or pay taxes to make a provision to make better public health provision.**  **Monarchs did not consider it their responsibility to make adequate provision for public health, water supply, sewers and refuse collection.** | **New ideas**  **eas about the causes and treatment of disease were still largely based on balancing the Four Humours and not linked strongly enough to public health.**  **Ideas about the cause of disease were not understood fully because of the lack of scientific and technological development.** | **Government**  **There was no adequate national government body established to organise and co-ordinate the work of making towns cleaner places. It was not thought to be there job.**  **There was no local government body to organise and co-ordinate local public health improvements and people resented the idea of paying taxes to fund them.** |
|  | **Reasons why approaches to treatment and prevention of illness showed little improvement**  **1350-1750.** |  |
| **Science and Technology**  **The technology of providing and ensuring the provision of clean water supply had not been sufficiently developed to deal with the problems of large towns.**  **The technology of water closets and drainage systems had not been sufficiently developed to deal with the problems of larger towns** | **War**  **Wars often diverted government expenditure away from schemes and ideas to improve public health.**  **Wars could often disrupt what little local provision there already was eg The English Civil War 1642-49.** | **Communication and education**  **There was insufficient research and education on thinking through the public health problems of the larger towns.**  **There were often difficulties in communication and understanding between those who wanted to see better public health and those who did not support change.** |

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**Activity 9: How far did the provision of public health change 1350 and 1750?**

**Organise your thoughts and answer the following question using either of the suggested thinking frames below.**

**How far did the provision of public health change between 1350-1750?**

**Thinking frame 1**

**Intro: Whilst there were some changes in public health provision during the period 1350-1750, there were many ideas that remained the same.**

**Part 1: There were some significant changes in public health provision during the period 1350-1750. For example…**

**Part 2: However much of public health provision remained the same in the period 1350-1750. For example….**

**Thinking frame 2**

**Intro: Whilst there were some areas of public health provision which remained the same during the period 1350-1750, there were many significant changes.**

**Part 1: There were some areas of public health provision that remained the same during the period 1350-1750. For example…**

**Part 2: However there were many significant changes in public health provision in the period 1350-1750. For example….**

**Trigger Memory Activity for Medicine and Public Health 1350-1750**

|  |  |  |
| --- | --- | --- |
| **Trigger Words** | **Trigger Picture** | **Add Trigger**  **Points from your notes** |
| **Factors of Change and Continuity with Ancient World** |  |  |
| **Reasons for Continuity with Ancient World by 1350** |  |  |
| **Vesalius and impact.** |  |  |
| **Harvey and impact.** |  |  |
| **Medical renaissance and impact** |  |  |
| **Scientific Revolution and impaact** |  |  |
| **Ideas of Greek and Roman doctors** |  | * **Hippocrates** * **Galen** |
| **Black Death 1348**  **Great Plague1665** |  |  |
| **Changes in explanations of the causes of illness** |  | * **How much change/contimuity** |
| **Treatments of Greek and Roman doctors** |  |  |
| **Training and methods of doctors and healers by 1750** |  |  |
| **Changes in treatments and prevention of illness** |  | * **How much change/contimuity** |
| **Roman public health provision** |  |  |
| **Public health after the Romans** |  |  |
| **Water supply and sanitation in London by 1750** |  |  |
| **Why Little Improvement with pub.health by 1750** |  |  |

**Trigger Memory Story Medicine 1350-1750**

**The story must be very imaginative. It must involve you seeing, talking and doing things. It must link the ten trigger words together in the form of a continuous story. You should then rehearse the story and commit it too your long term memory to be recalled when necessary. This will take some effort but will be very useful! Use different colours to write the trigger words in your story.**

I was...

**Assessment for Learning**

**Puzzle practise : Medicine and Public Health 1350-1750**

**In the puzzle there will be three compulsory questions and two optional questions covering the core content of Medicine and public health 50-2000. The content will come from either one or a combination of the key themes (ideas, causes, treatments and public health) covered in each of the key questions;**

**· The impact of changing ideas on the development of Medicine 50-2000.**

**· The understanding of the causes of disease 50-2000.**

**· The understanding of the methods of treatment and prevention 50-2000.**

**· The development of public health provision 50-2000.**

**The following examples are focussed on content from the second key question medicine 1350-1750.**

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**Exam Practise 1**

**Answer Question 1, 2 and 3**

**Q1** Knowledge recall and selection, analysis of change in a historical context, inference from sources. 8 marks 12 mins. One page approx.

What do Sources A and B show about changes in the way doctors in Britain found out about a patient’s health? Explain your answer, using Sources A and B and your own knowledge

**Q2** Knowledge recall and selection, analysis of change in a historical context, inference from sources. 6 marks.. 9 mins. 1 page approx

The boxes below show two different periods. Choose one and describe the key features of the care that was available to patients in English hospitals during that period.

|  |  |
| --- | --- |
| Medicine in the home 1350-1750 | Medicine in hospitals 1350-1750 |

**Q3** Knowledge recall and selection, key features and characteristics of periods studied, evaluation of source utility. 8 marks, 12 mins 1 page approx

How useful is this engraving to a historian who is investigating public health problems in the period 1350-1750? Use Source C and your own knowledge to explain your answer.

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**Either Q4 OR 5** Knowledge recall and selection, factors relevant to continuity and change in a historical context 12 marks 18 mins. 1 and half pages approx

**4** Why did the ideas of the Greeks and the Romans continue to be used in the period 1350-1650 You may use the following in your answer.

The Church retained copies of Ancient Medical texts

The Church controlled Education

You must also include information of your own.

**OR**

**Q5** Why were the ideas of the Ancient Greeks and Romans eventually challenged? You may use the following in your answer.

Impact of the Renaissance and Scientific Revolution

Vesalius and Harvey

You must also include information of your own.

**Either Q6 OR Q7**. Knowledge recall/ analysis of key features and evaluation of progress. 16 marks + 3 SPAG..24 mins. 2 pages.

**Q6** How far was the progress made in Medicine in the Medical Renaissance and Scientific Revolution in England. Explain your answer.

You may use the following in your answer.

• William Harvey

• The Royal Society

You must also include information of your own.

**OR**

**Q7** How far was the progress made in public Health in the period 1350-1750 in England. Explain your answer.

You may use the following in your answer.

• The Black death 1348 and the Great Plague

• The development of water and sewerage systems in London

You must also include information of your own.