**KQ3 To what extent did the ideas about the causes of illness change 1750-1900, and how did they impact on approaches to treatment and prevention?**

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**Key Enquiries**

1 What factors help us to understand change and continuity in Medical developments 1750-1900?

2 What were your chances of a long life if you were born in 1750?

3 How far did the Church and the Renaissance impact on developments in Medicine 1750-1900?

4 How far did ideas about the causes of illness change 1750-1900?

5 How far did approaches to treatment and prevention of illness change 1750-1900?

6 How far did public health provision change 1750-1900?

**Language and Literacy**

**Key Terms and their meanings in Medicine 1750-1900.**

|  |  |
| --- | --- |
| Bacteria | **Microorganisms that can cause diseases** |
| **Cholera** | **A disease passed on in water contaminated with faeces** |
| **Contagion** | **The passing of a disease from one person to another** |
| **Dysentery** | **A severe infection causing frequent fluid bowel movement** |
| **Effluvia** | **Unpleasant smells from waste matter** |
| **Germ** | **A micro-organism that causes disease** |
| **Germ Theory** | **The idea that germs cause disease, often through the air or water** |
| **Immunity** | **Protection from disease through the bodies self defences** |
| **Immunisation** | **Making immunity usually by vaccination** |
| **Industrial Revolution** | **A rapid change in the places and ways in which goods were manufactured that caused the growth of towns and overcrowding** |
| **Inoculation** | **A way of giving a patient a mild dose of disease to encourage the body to build immunity** |
| **Laissez Faire** | **The idea that government should not interfere** |
| **Medical officer** | **A person appointed to look after public health** |
| **Miasma** | **Bad air** |
| **Microbes** | **Microorganisms, especially bacteria causing disease** |
| **Patent Medicine** | **A medicine designed by a company and sold under a brand name** |
| **Pharmacy** | **A business selling medicines, a chemist.** |
| **Pneumonia** | **The inflammation of the lungs due to infection** |
| **Poor Law Commission** | **Three commissions controlling work of parish councils. They were influential in public health reforms to help the poor** |
| **Sanitation** | **Measures introduced to build sewage and drainage systems to help public health** |
| **Spontaneous Generation** | **The idea that decaying matter produces bacteria that causes disease** |
| **Sterilise** | **To destroy all bacteria** |
| **Tuberculosis** | **A disease causing severe coughing and chest pains passed on through coughing and sneezing** |
| **Typhus** | **A disease passed on through bites from body lice** |
| **Vaccination** | **A way of stimulating the body’s immunity to diseases** |
| **Virus** | **A tiny microorganism smaller than bacteria responsible for a variety of infections** |
| **Workhouse** | **A place that people went if they had not enough money. They could get food and a bed in return for work, but conditions were tough** |

**What factors help us to understand change and continuity in Medical developments 1750-1900?**

**Focus : Factors of change and continuity in Medical developments 1750-1900.**

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**Activity 1: How long a life could you expect to live in the period 1750-1900?** Using the information in WB SHP Medicine text p18-19, your activity is to design a leaflet which helps to explain that despite the great breakthroughs in industry and science in this period, that the pace of medical change for ordinary people remained slow and added problems sometimes led to a low life expectancy for some groups. Your leaflet should address the following points

* The changes in industry and science during the period
* Some key breakthroughs in medical practise and understanding
* The life expectancy of different groups of people
* The reasons for low life expectancy in growing towns and cities

Try and reach a provisional conclusion about why change is taking place and the pace of change compared to the Medieval and Renaissance period.

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**Activity 2: Factors that help us to understand why change took place in Medicine 1750-1900.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Role of Individuals**  Jenner developed vaccination in 1798, Pasteur discovered the Germ theory of disease in 1861. Both pasteur and Koch developed vaccinations after 1861. Edwin Chadwick worked tirelessly to improve public health during the 1840’s and 50’s. |  | **New Ideas**  Scientists developed new ideas for understanding how the human anatomy worked, and how disease could be prevented and even cured. These new ideas were being spread through better training of doctors through universities rather than through the Church. |  | **Role of Government**  During this period governments in European countries began increasingly to fund scientific and medical research through universities, and also made laws designed to improve public health. There was increased intervention. |  |
|  |  | **FACTORS OF CHANGE 1750-1900** |  |  |  |
| **Science and Technology**  Scientists discovered links between germs and disease. Chemists discovered medicines and gases to tackle infection and pain. Developments in industry led to better syringes and microscopes. Engineers developed solutions for water supply and sewage systems. |  | **War**  War created a demand for treating the sick and wounded. The Crimean War of the 1850’s led to changes in nursing and hospitals. A climate of competition between countries, and Pastuer’s motivation to find cures was motivated by a desire that France should lead medical research. |  | **Communication and Education**  Increased funding for Universities ensured that there was a growing climate of enquiry and research. Journals and publications of this research such as the Germ Theory 1861, became more widely available to others. |  |

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

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| --- | --- | --- | --- | --- | --- |
| **Role of Individuals**  Despite the work of pioneering individuals such as Jenner, Chadwick and Pasteur there remained a great deal of opposition to new ideas about the causes and cures for illness and disease. |  | **Old Ideas**  Many old ideas and ways of thinking and working continued. Blood letting was still widely practised as a treatment and superstition remained widespread when science appeared to be unable to provide explanations or solutions to why treatments worked. |  | **Role of Government**  The role of government was hindered by lack of experience and personnel, and fear of putting off voters because of the cost in tax. The growth of towns created many new health problems. |  |
|  |  | **FACTORS OF CHANGE 1750-1900** |  |  |  |
| **Science and Technology**  Scientists were unable to look deep inside the human body, or explain the genetic bases of human life. This presented barriers to the analysis of medical conditions and the development of many treatments and cures. |  | **War**  The continuation of European wars and the competition for colonies often diverted scarce resources into the armed forces. This meant that often the focus of effort was on the conduct of war rather than the consideration of public health provision. |  | **Communication and Education**  Funding changed only slowly and increased expenditure was often resisted. Education and communication about the need for change to deal with pressing medical and public health matters were not considered high priority. |  |

**How far did the changing ideas impact on medicine 1750-1900?**

# **Focus.**Changes in Industrialisation, Science and Technology and their impact on medicine.

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**Activity 1: Were people living longer 1750-1900?**

**Using the information in WB SHP Medicine text p18-19, your activity is to design a leaflet which helps to explain that despite the great breakthroughs in industry and science in this period, that the pace of medical change for ordinary people remained slow and added problems sometimes led to a low life expectancy for some groups.**

**Your leaflet should address the following points**

* **The changes in industry and science during the period**
* **Some key breakthroughs in medical practise and understanding**
* **The life expectancy of different groups of people**
* **The reasons for low life expectancy in growing towns and cities**

**Try and reach a provisional conclusion about why change is taking place and the pace of change compared to the Medieval and Renaissance period.**

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**Activity 2: How far did the changing context impact on medicine between 1750 and 1900?**

Using source 3 DC SHP Medicine text p141 and the factors of change and continuity, think about how changes in the 19th century affected Medicine. Think also about how change can sometimes be very slow so that many old ways of doing things remained the same. Then organise your thoughts and answer the following question using either of the suggested thinking frames below.

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**Activity 3: How far did the changing context impact on Medicine in the period 1750-1900?**

**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.**

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**Activity 4 : How far did the changing context impact on medicine between 1750 and 1900?**

**Using activities 1-3 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 1750-1900 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 1750-1900. For example…**

**Part 2: However many ideas and practices within medicine remained the same in the period 1750-1900. For example….**

**Thinking frame 2**

**Intro: Whilst there were some ideas that continued in the context for medical developments during the period 1750-1900, there were many significant changes.**

**Part 1: There were some ideas that continued in the context of Medical developments during the period 1750-1900. For example…**

**Part 2: However there were many significant changes in the context of medical developments in the period 1750-1900. For example….**

**How far did ideas about the causes of illness change 1750-1900?**

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

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**Activity 1: How were the causes of disease explained before 1861?**

**Use DC SHP Medicine p100-101 to complete the table.**

|  |  |
| --- | --- |
| **Ideas about the causes of disease before 1861** | **Explanation of this idea** |
| **1 Miasma or Bad Air.** |  |
| **2 Theory of Spontaneous Generation.** |  |

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**Activity 2: How did the understanding of the link between germs and disease develop 1800-1860s. Use DC SHP Medicine, pp.100-103.**

|  |  |  |
| --- | --- | --- |
| **Stage** | **Why important?** | **Factors** |
| **1800 The miasma (bad air) theory of disease was most common. This theory suggested that poisonous fumes were given off by rubbish** |  |  |
| **Step 1: The late 1600s- The discovery of micro-organisms p100** |  | **Individuals-**  **Technology-**  **Communications-** |
| **Step 2: Early 1800s- The development of the Spontaneous generation theory p100** |  | **Technology-** |
| **Step 3: 1850s- Louis Pasteur’s Germ Theory p100** |  | **Industry-**  **Individuals-** |
| **Step 4: 1861 Pasteur won the science competition p101** |  | **Government-**  **Individuals-**  **Technology-**  **Communication-** |
| **Step 5: 1860s Linking micro-organisms to disease p101** |  | **Industry-** |
| **Step 6: 1870s Proving the link between bacteria and human disease. P101-2** |  | **Science and Technology-**  **Individuals-**  **Government-** |
| **Step 7: 1880s-1890s Identifying causes of range of diseases p103 source 5.** |  |  |

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**Activity 3: The scientist Louis Pasteur!. Complete the following fact file on Louis Pasteur using DC SHP Medicine text p100-101, 103**

|  |
| --- |
| **Louis Pasteur, the development of the Germ theory and Vaccination.**   * **Brewing company work** * **Research on other fermentations and milk** * **Competition on Spontaneous Generation** * **Publication of the Germ Theory** * **Applying this idea to the causes of human diseases** * **Silkworm investigation and findings** * **Development of Chicken Cholera vaccine** * **Development of Rabies vaccine** |

**Activity 4: Read and stick in your copy of Pasteur’s Germ theory and complete a paragraph of writing in your own words which explains how the ideas about the causes of disease began to change as a result of the research by Pasteur and Koch.**

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**Activity 5: Louis Pasteur’s contribution to the development of medicine. Complete the following table, using pages 101-105 of SHP Medicine.**

|  |  |
| --- | --- |
| **Evidence of positive contribution** | **Evidence of limitations of contribution** |
| **The development of the Germ Theory p105** | **It was not Pasteur who proved the link between bacteria and human disease p.102-3** |
| **The development of vaccines to prevent several diseases p.103,105** | **The development of the attenuation vaccination was discovered by luck p.103** |
| **His impact on others p102, 104-5** | **Koch’s development of solid cultures enabled others to develop cures rather than only prevention. P103-104** |

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**Activity 6: Explain the factors that helped Pasteur discover the Germ Theory of disease. Complete the following table using pages 100-103 of DC SHP Medicine**

|  |  |
| --- | --- |
| **Science and Technology** | * **Chemistry gave people a better idea of how the body works. Pasteur was a professor of Chemistry.**      * **Microscopes-p100** |
| **Industry** | * **Brewing Company –p100**      * **Silk Industry –p101**      * **Poultry Farming –p103** |
| **Government** | * **The French Academy of Science –p100-101**      * **Funding –p103** |
| **Communications** | * **Book published –p101**      * **Travelling for treatment –p103** |
| **War** | * **Rivalry –p103** |

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**Activity 7: The scientist Robert Koch!**

**Complete the following fact file on Robert Koch using DC SHP Medicine text p102-104.**

|  |
| --- |
| **Robert Koch, the development of the Germ theory and the causes of human disease.**   * **Anthrax research** * **Impact on others and the discovery of tuberculosis and cholera bacteria** * **Growing and observing bacteria** * **Staining bacteria** * **Impact on others, especially Behring and Ehrliich** |

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**Activity 8: Why were the causes of disease finally discovered in the 1860s and 1870s?**

**Use your notes from your discussion and information from activity 1-7 two to write an extended response to the following question: Why were the causes of disease finally discovered in the 1860s? Try to think of the different causal factors which contributed. For example, individual genius, scientific research methods, the role of chance, improved technology, improved communications, links with industry, the support of governments. Also discuss which factors you think were most important and which were most influenced the timing of the discovery.**

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**Activity 9: How far did ideas about the causes of disease change in the period 1750-1900?**

**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.**

|  |
| --- |
|  |

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| --- | --- | --- |
| **In the 1870’s Koch discovered bacteria that caused human diseases such as anthrax, tuberculosis and Cholera.** | **In 1861 Louis Pasteur published the Germ Theory of disease.** | **Up until 1861 the idea that Miasma of bad air caused disease was very prominent.** |
| **In the 1870’s and 80’s research teams of biologists and chemists were established in Universities to discover the bacteria that caused other human diseases** | **Up until 1861 the idea that disease was Spontaneously Generated from living matter was very prominent** | **By 1900 Microscopes were still not powerful to observe the basic building blocks of human life DNA, and could not investigate genetic illnesses.** |

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**Activity 10: How far did ideas about the causes of illness change 1750 and 1900?**

**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 1750-1900?**

**Thinking frame 1**

**Intro: Whilst there were some changes in explanations of the causes of illness during the period 1750-1900, there were many ideas that remained the same.**

**Part 1: There were some significant changes in identifying the causes of illness during the period 1750-1900. For example…**

**Part 2: However many ideas and practices in identifying the causes of illness remained the same in the period 1750-1900. For example….**

**Thinking frame 2**

**Intro: Whilst there were some ideas that continued in explanations of the causes of illness during the period 1750-1900, there were many significant changes.**

**Part 1: There were some ideas that continued in explaining the causes of illness during the period 1750-1900. For example…**

**Part 2: However there were many significant changes in explaining the causes of illness in the period 1750-1900. For example….**

**How far did approaches to treatment of illness change 1750-1900?**

**Focus Change in treatments and preventions.**

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**Activity 1: Why was smallpox so terrifying?**

**Explain each of the following different reasons using SHP Medicine, page 96.**

* **Physical reasons**
* **Social reasons**
* **Economic reasons**

**Activity 2: The first method of prevention-inoculation**

**Answer the following questions using page SHP medicine, page 96.**

|  |  |
| --- | --- |
| **Questions** | **Answers** |
| **Where did inoculation originate from and how did it reach Britain?** |  |
| **How did inoculation work?** |  |
| **Why was inoculation adopted by British doctors?** |  |
| **What were the consequences of smallpox inoculations?** |  |

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**Activity 3: How does immunity work? Stick your copy of the diagram showing how immunity works into your book. (p99book)**

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# **Activity 4: The second method of prevention –vaccination**

**Answer the following questions using page SHP medicine, pages 96-99**

|  |  |
| --- | --- |
| **Questions** | **Answers** |
| **Why did Edward Jenner find many of his patients refusing inoculation?** | **P96** |
| **What experiment did Jenner carry out to test this idea and how did he check his findings?** | **P96** |
| **How did he communicate his findings?** | **P96** |
| **What was the initial reaction to his ideas?** | **P96-97** |
| **Explain at least five reasons why there was opposition to vaccination?** | **P97-8** |
| **What impacts did his work have in the longer term?** | **P97&99**  **· ·** |

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**Activity 5: How does Jenner’s work illustrate how doctors were trained by 1800?**

**Complete the examples from Jenner’s career using SHP Medicine, p97.**

|  |  |
| --- | --- |
| **Factors contributing to doctor’s training** | **Evidence from Jenner’s career** |
| **Leading surgeons of the time, such as John Hunter trained students such as Jenner. He encouraged students to carry out experiments, making careful observations and recording their results precisely.** |  |
| **Branches of the profession, other than the exclusive Physicians, had access to learning from Latin texts, as well as more recent medical developments.** |  |
| **Professional organisations such as the Royal Society, the Society of Apothecaries and the Royal College of Surgeons enabled doctors to share ideas and findings to develop medical understanding.** |  |

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**Activity 6: What factors, other than the role of Jenner as an individual, were important in the development of the smallpox vaccine?**

|  |  |
| --- | --- |
| **Other factors contributing to the development of the use of a smallpox vaccine** | **Explanation of factor** |
| **Science and technology** |  |
| **Improved communication** |  |
| **Government** |  |
| **War** |  |

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**Activity 7: How did germ theory affect the way in which doctors fought disease? Complete the following flow diagram using SHP Medicine, p103.**

|  |
| --- |
| **Pasteur was aware of the work of\_\_\_\_\_\_\_\_ and his \_\_\_\_\_\_\_\_\_ vaccine . Pasteur guessed that when someone was vaccinated, disease germs were put into their bloodstream. Pasteur developed his germ theory and Koch proved how specific micro-organisms caused specific human\_\_\_\_\_\_\_\_\_\_.1879 Pasteur began to tackle Chicken Cholera by studying the germs and ideas of vaccines.French \_\_\_\_\_\_\_\_\_asked him to research into \_\_\_\_\_\_\_\_ cholera as they were losing money.One of his assistants used \_\_\_\_\_liquid culture and the chickens didn’t die, because the dose was weak.The same chickens were injected with \_\_\_\_\_\_\_ germs. They didn’t \_\_\_\_. When this strong dose was used on other chickens they \_\_\_\_\_\_.Pasteur realised that the old germs \_\_\_\_\_\_\_\_\_ the chickens against the disease. He called this method \_\_\_\_\_\_\_\_\_\_ as a memorial to Jenner.** |

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**Activity 8: The third method of prevention - vaccination?**

**Using DC SHP Medicine p104 complete the following table to when and which vaccines were developed by scientists to prevent certain human diseases**

|  |  |
| --- | --- |
| **Scientists** | **Development of vaccines to prevent human diseases** |
| **Pasteur** |  |
| **Behring** |  |
| **Ehrlich** |  |

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**Activity 9: To what extent did the treatment of illness for ordinary people change between 1750 and 1900?**

**The development of vaccines resulted in a huge increase in the use of prevention of specific diseases in the period. However, it is important to consider the extent to which the experience for ordinary people of healers, treatments and remedies changes between 1750 and 1900. Complete the remaining boxes of the thinking matrix using SHP Medicine p126-7**

|  |  |  |
| --- | --- | --- |
|  | **Evidence of change** | **Evidence of continuity** |
| **Healers or practitioners available to consult** | **At the beginning of the 19th century ¾ of all people who practiced medicine were unqualified. The 1858 Medical Act made sure there were standard qualifications. A General Medical Council was set up to keep a list of approved doctors and laid down what medical students should know before qualifying.** | **For much of the period Physicians were only available to the very rich. Apothecaries had less training and acted as general practitioners. Many of their methods such as bleeding and purging were similar to remedies that had been used for thousands of years. They could do little for infectious diseases like whooping chough. Even by 1900, who you consulted was dependant on your wealth.** |
| **Domestic medicine** |  |  |
| **Patent medicine** |  |  |

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**Activity 10: To what extent did the treatment of illness by trained doctors change for people between 1750 and 1900?**

**Using the information about the training and role of doctors in the 19th Century on DC SHP Medicine p128, complete the following timeline highlighting key changes and continuities.**

|  |  |
| --- | --- |
| **Treatments by doctors 1750-1900** | **Explanation of provision** |
| **1750-Before 1858** |  |
| **1858**  **General Medical Act formed a General Medical Council and all qualified doctors had to be registered** |  |
| **After 1858** |  |

# **Activity 11: Hospitals. To what extent did the treatment of illness for people in hospitals change between 1750-1900?**

**Using the information about the training and role of doctors in the 19th Century on DC SHP Medicine p128, complete the following timeline highlighting key changes and continuities.**

|  |  |
| --- | --- |
| **Treatments by hospitals 1750-1900** | **Explanation of provision** |
| **1750-Before 1867** |  |
| **1867**  **It was ordered that Poor Law Unions should join to build hospitals. This spread from London and was financed by local tax payers** |  |
| **After 1867** |  |

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**Activity 12: The importance of the Lady with the Lamp! Florence Nightingale.**

**Complete the following fact file on Florence Nightingale using DC SHP Medicine text p130-131.**

|  |
| --- |
| **Florence Nightingale and the development of Nursing and hospitals**   * **Her trip to Germany in 1851** * **Her role in the Crimean War 1854-55** * **Publication of Notes for Nursing in 1859** * **1860 set up a training school for Nurses at St Thomas’s** * **Developments in training Nurses after 1860** |

**Activity 13: What factors other than Florence Nightingale as an individual were important in the development of Nursing in hospitals?**

|  |  |
| --- | --- |
| **Factors in the development of Nursing** | **Explanation of how the factor contributed to the development of Nursing** |
| **Science and technology** |  |
| **Government** |  |
| **Improved Communication** |  |
| **War** |  |

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**Activity 14: How far did ideas about the treatment and prevention of disease change in the period 1750-1900?**

**Analyse how far ideas about treatments changed by plotting your own living graph and labelling some of the significant developments.**

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|  |

|  |  |  |
| --- | --- | --- |
| **If you had an infectious disease doctors and other healers could have done little to help throughout the 19th Century since there were no antibiotics yet discovered.** | **Patent Medicines began to develop painkilling like aspirin in 1880’s. By 1900 companies like Botts, Wellcome and Beechams produced Medicines as treatments.** | **Following the work of Pasteur and Koch, the bacteria that caused illness and disease were gradually discovered and new vaccinations began to develop by the 1890’s to eradicate many infectious diseases.** |
| **In the 1850’s and 60’s Florence Nightingale reformed Nursing training. From 1867 Infirmaries (hospitals) began to be built by local authorities.** | **In 1798 Edward Jenner discovered a vaccine for smallpox but as unable to explain scientifically exactly how it worked.** | **Old ideas of treatment such as blood letting and purging along with herbal remedies continued to be used to treat the sick.** |

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**Activity 15: Why did things begin to change in approaches to treatment and prevention of illness by 1900?**

|  |  |  |
| --- | --- | --- |
| **1 Individuals**  **a) Florence Nightingale did pioneering work from 1854 onwards into the medical training of nurses and modernisation of the nursing profession.**  **b)Pasteur and Koch revolutionised ideas about the causes of diseases. As a consequence bacteria were identified and vaccinations developed in the 1880’s** | **2 New ideas**  **a)The Germ Theory of disease established in 1861 began to change the focus of scientists in researching bacteria that caused illness**  **b) The advance of vaccination as a preventative and Patent medicines as cures had resulted in a modern pharmaceutical industry by 1900.** | **3 Government**  **a) The establishment of local infirmaries encouraged by government and local authorities after 1867 began to improve hospitals.**  **b) Government introduction of the General Medical Act 1857 established greater regulation of the training of doctors. Vaccinations were compulsory after 1852.** |
|  | **Reasons why approaches to treatment and prevention of illness began to change 1750-1900** |  |
| **4 Science and technology**  **a) From the 1860’s onwards research teams of biologists and chemists were working together to investigate infectious disease.**  **b) The technology of research methods were greatly improved by advances in equipment such as the Microscope in the 19th Century.** | **5 War**  **a)The French leader napoleon had all his soldiers vaccinated against smallpox after 1805 as a consequence of Jenner’s discovery of the vaccination.**  **b) The Crimean war of 1854 highlighted the poor hygiene of military hospitals and the high rates of infection and led to Florence Nightingales pioneering work.** | **6 Communication/education**  **a)The medical education and training of doctors began to improve rapidly after 1858 with the advent of vaccinations, anaesthetics and antiseptics.**  **b) The medical education and training of nurses began to change rapidly after 1860 with the establishment of nursing schools.** |

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**Activity 16: How far did approaches to the treatment and prevention of illness change 1750 and 1900?**

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

**How far did approaches to the treatment and prevention of illness change between 1750-1900?**

**Thinking frame 1**

**Intro: Whilst there were some changes in treatments and prevention of illness during the period 1750-1900, there were many approaches that remained the same.**

**Part 1: There were some significant changes in identifying the treatment and prevention of illness during the period 1750-1900. For example…**

**Part 2: However many practices in treatment and prevention of illness remained the same in the period 1750-1900. For example….**

**Thinking frame 2**

**Intro: Whilst there were some continuity in treatment and prevention of illness during the period 1750-1900, there were many significant changes.**

**Part 1: There was some continuity in treatment and prevention of illness during the period 1750-1900. For example…**

**Part 2: However there were many significant changes in treatment and prevention of illness in the period 1750-1900. For example….**

**How far did public health provision change 1750-1900?**

**Focus. Impact of industrialization, reasons for changes in healthcare provision.**

**Activity 1: What problems were there with living conditions in early 18th century towns as a consequence of industrialisation?** The nature of living conditions in early 19th century towns is illustrated in the drawing below.

|  |  |  |
| --- | --- | --- |
| **Overcrowding**  **Because many people were migrating to towns for work, the population rose dramatically. This led to a building frenzy with builders and landlords out to make profits. Often whole families were forced to live in one or two rooms. Infections spread easily.** | **Damp**  **There were no building regulations. Housing for the poor was usually badly built. The foundations were shallow and there were no damp courses. The floors were laid directly onto bare earth and rain often got through the roofs. Damp is very bad for chest infections such as TB.** | **Poor ventilation**  **Houses were built very close together, to fit as many in as possible. Futhermore, back to back houses limited the number of windows in houses. This meant it was hard for fresh air to circulate. This was bad for chest infections.** |

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| **Food**  **Cooking facilities were minimal. Food could not be stored hygienically so it was easily infected. Families were forced to buy small amounts at a time. This was expensive and meant that for many their diet was not sufficient to maintain good health.** | **Water supply**  **Most households collected water from standpipes, supplied by water companies. There were no laws on the quality of water provided. Some collected water from rivers. Often water was polluted and carried disease. Clothing and bodies were rarely washed** | **Refuse and sewage**  **There was no effective system for collecting rubbish, it was left in piles. Houses were built without toilets or sewers. Each group of houses shared a privy, a shed with a seat over a cesspit. They often overflowed, with infections seeping into the water supply** |

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**Activity 2: Cholera. Answer the following questions in full paragraphs about Cholera using SHP Medicine text p106-108.**

|  |  |
| --- | --- |
| **Questions** | **Answers** |
| **When did the cholera first reach England and when were the three major epidemics? (p106, 108)** |  |
| **Why was Cholera so frightening? (p106)** |  |
| **What did people think caused Cholera and how it was spread? (p107-8)** | **·**  **·**  **·**  **·**  **·** |
| **How is Cholera actually spread? (p108)** |  |
| **What initial measures were taken to combat the disease?** | **Cholera hospitals were set up. Streets were cleaned. Houses were lime-washed and barrels of sulphuric acid placed in courts to remove the smell. Local regulations were brought in to force people to open their windows.** |
| **How was the breakthrough in proving the link between cholera and water made? (p108)** |  |

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**Activity 3: Edwin Chadwick and his investigations. Complete the following fact file on Edwin Chadwick using SHP Medicine text p110-111 and 114-115.**

|  |
| --- |
| **Edwin Chadwick**  **Findings of his 1842 Report on the Sanitary Conditions of the Labouring Population**  **Recommendations of his report** |

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**Activity 4: Arguments for and against public health reforms**

In pairs one of you must take the role of Edwin Chadwick an important campaigner for public health reform, the other a local councillor opposed to the introduction of health reforms and government intervention. Using SHP Medicine, p.106 & 110-111, each write a speech. Edwin Chadwick should be addressing Parliament trying to convince them to take measures. The local councillor should be addressing his fellow councillors encouraging them to oppose local or government public health schemes.

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**Activity 5: The 1848 Public Health Act...a big step forward? Using DC SHP Medicine p111 summarise the main points of the 1848 Public Health Act.**

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**Activity 6: Why was there little progress in public health by the 1860s?**

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| --- | --- |
| **Reasons for some progress** | **Reasons for lack of progress** |
| **The outbreak of cholera-p.106-7** | **The Laissez-Faire attitude-p.106** |
| **Measures taken to combat cholera-Notes from Activity 2** | **Economic reasons-p.111** |
| **The work of the Poor Law Commission and Edwin Chadwick- p110-1** | **Vested interests- many of the local councillors actually owned water companies or were landlords of poor properties.** |
| **Central Government legislation-p.111** | **The limitations of the 1848 Public Health Act-p.111** |
| **Medical breakthroughs –p.108-9** | **Lack of scientific and medical knowledge-p.108** |

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**Activity 7: Edwin Chadwick’s contribution to the development of medicine. Complete the following table, using pages 198-201 of Walsh.**

|  |  |
| --- | --- |
| **Evidence of positive contribution** | **Evidence of limitations of contribution** |
| **The Public Health Act-** | **Limitations to the Health Act-** |
| **Chadwick’s work as a Commissioner of the board of health-** | **Resistance to the board’s work-** |
| **The Development of a network of sewers-** | **Problems with the sewer network-** |
| **Impact on climate and attitudes-** | **View of what caused disease and response to cholera-** |

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**Activity 8: Explain the factors that helped and hindered Chadwick**

|  |  |
| --- | --- |
| **Government** | * **The Health of Towns Commission report 1844, p.198** * **The passing of the Public Health Act 1848, p.198** |
| **Communications** | * **The production and distribution of the Report p.197** |
| **Science and technology** | * **The impact of industrialisation and production methods on sewage systems- p.199** * **Lack of understanding of causes of disease p.200** |
| **Attitudes and Beliefs** | * **The impact of the Laissez-Faire philosophy p200** |

# **Activity 9:**

|  |  |  |
| --- | --- | --- |
| **Key dates** | **How and why these measures were introduced** | **What impact did they have on health?** |
| **1870 Education Act** | **Parliament passed legislation requiring areas to establish school boards, after religious groups backed down from their demands to control education.** | **Health education was taught in many schools. Improved literacy made it possible for people to read pamphlets from medical officers giving health advice.** |
| **Factory Acts 1833 and 1844** | **Factory Acts passed in 1833, 1844, 1847 and 1850, restricting factory work for children and women after influential people, including MPs campaigned and a Royal Commission wrote a shocking report.** | **Limited hours that children and women could work in dangerous and unhealthy factory environment. Safety measures meant accidents such as limbs being harmed were far less likely to happen.** |
| **1875 Buildings Regulation Act** | **1868 & 1875 Housing Acts were passed by Parliament, as well as housing regulations on the quality of new housing, following growing understanding what contributed to the spread of contagious diseases.** | **With the clearing of some slums, some housing which had contributed to worsening lung-infections and the spread of contagious diseases was removed. However, the areas were very limited.** |
| **1889 Isolation hospitals for infectious diseases.** | **Introduced following the development of the Germ Theory of how disease spread and acceptance that government control was necessary to keep the population safe from epidemics.** | **Ensured that the authorities could respond immediately to an outbreak of an epidemic and act to prevent outbreaks in the first place. This helped to reduce the incidents of infectious diseases.** |
| **1852 Compulsory Vaccination** | **Introduced following the development of the smallpox vaccination and a growing acceptance of the method.** | **Until this was strictly enforced, deaths continued and even increased. However, when it became strictly enforced this led to a massive decrease and it being extremely rare in England.** |
| **1857 General medical Act regulates doctors training** | **This followed some cases well publicised by the media, in which people had suffered at the hand of unqualified practitioners.** | **Helped to protect people from being harmed by unscrupulous people who were not qualified.** |
| **Actions of local governments from the 1848 and 1875 Public Health Acts** | **This Act was in part a response to the weaknesses of the 1848 Act. The Act was compulsory. By law local authorities had to provide clean water, drainage and sewers and appoint a medical officer of health.** | **It made it easier for local authorities wishing to carry out improvements. By being compulsory it forced local authorities which had not taken responsibility to do so. Made a huge difference.** |
| **1876 Food regulation Act** | **The food and Drugs Act laid out rules on food purity and medicine content and allowed local councils to appoint analysts to check these.** | **Helped clamp down on practices like watering down milk and adding cheaper, dangerous substances to food and medicines to increase profits. Meant water was not as dangerous as it had been.** |

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**Activity 10: Why was public health finally improved?**

**There were numerous factors, which led to the passing of the 1875 Public Health Act.**

**a) On your copy of the following diagram, label each factor with an appropriate heading. Consider whether you could group them into broader areas of change such as, knowledge, attitudes, events, or the role of individuals versus role of government.**

**b) Draw arrows to show how these different causes are linked together.**

**c) Along the arrows write an explanation of how the causes link together.**

**Add any other causes you think may have been left out. Show how these are linked to the other causes.**

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**Activity 11: How far did ideas about public health change in the period 1750-1900?**

**Analyse how far ideas about public health changed by plotting your own living graph and labelling some of the significant developments.**

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**Activity 12: Why did things begin to change in approaches to treatment and prevention of illness by 1900?**

|  |  |  |
| --- | --- | --- |
| **1 Individuals** | **2 New ideas** | **3 Government** |
|  | **Why was Public Health still problematic by 1900?** |  |
| **4 Science and technology** | **5 War** | **6 Communication/education** |

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**Activity 13: How far did the provision of public health change 1750 and 1900?**

**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 1750-1900?**

**Thinking frame 1**

**Intro: Whilst there were some continuity in provision of public health during the period 1750-1900, there were many significant changes.**

**Part 1: There was some continuity in provision of public health during the period 1750-1900. For example…**

**Part 2: However there were many significant changes in provision of public health in the period 1750-1900. For example….**

**Trigger Memory Activity for Medicine and Public Health 1750-1900**

|  |  |  |
| --- | --- | --- |
| **Trigger Words** | **Trigger Picture** | **Add Trigger**  **Points from your notes** |
| **Vaccination** |  |  |
| **Jenner** |  |  |
| **Pasteur** |  |  |
| **Microscope** |  |  |
| **Koch** |  |  |
| **Revolution** |  |  |
| **Industrialisation and Public**  **Health** |  |  |
| **Laissez faire** |  |  |
| **Chadwick** |  |  |
| **1848 and 1875 Public Health Acts** |  |  |

**Trigger Memory Story Medicine 1750-1900**

**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 1750-1900**

**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.**

**Exam Practise 1**

**Answer Question 1, 2 and 3**

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**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 find 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.

|  |  |
| --- | --- |
| The discoveries of Vesalius | The discoveries of William Harvey |

**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 cartoon to a AO1/ historian who is investigating public health problems in the mid-nineteenth AO3 century? 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

**Q4** Why did it take so long for penicillin to be produced on a large scale? You may use the following in your answer.

Alexander Fleming

Florey and Chain

You must also include information of your own.

**OR**

**Q5** Why did it take so long for penicillin to be produced on a large scale? You may use the following in your answer.

Alexander Fleming

Florey and Chain

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 made by the Romans continued in the Middle Ages in England. Explain your answer.

You may use the following in your answer.

• Public health

• Medical training

You must also include information of your own.

**OR**

**Q7** How far was the progress made in Medicine made by the Romans continued in the Middle Ages in England. Explain your answer.

You may use the following in your answer.

• Public health

• Medical training

You must also include information of your own.