

<p>Lesson Title and number: 2</p> <p>What does the Tomlinson collection reveal about Diseases, Illnesses and treatments?</p>	<p>Learning objectives</p> <p>Key Concepts</p> <p>1.5 Significance Considering the significance of events, people and developments in their historical context and in the present day.</p> <p>1.6 Interpretation Understanding how historians and others form interpretations. Understanding why historians and others have interpreted events, people and situations in different ways through a range of media. Evaluating a range of interpretations of the past to assess their validity.</p> <p>Key Processes</p> <p>2.1 Historical enquiry Pupils should be able to: identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses reflect critically on historical questions or issues.</p> <p>2.2 Using evidence Pupils should be able to: identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment evaluate the sources used in order to reach reasoned conclusions.</p> <p>2.3 Communicating about the past Pupils should be able to:</p>	<p>Other Curriculum Objectives:</p> <p>Functional skills Level 1</p> <p>English</p> <p>Speaking and listening</p> <ul style="list-style-type: none"> • make relevant contributions to discussions, responding appropriately to others • be flexible in discussion, making different kinds of contributions <p>Reading</p> <ul style="list-style-type: none"> • identify the main points and ideas and how they are presented in different texts • understand texts in detail <p>Writing</p> <ul style="list-style-type: none"> • write clearly and coherently including an appropriate level of detail • present information in a logical sequence <p>Numeracy N/a</p> <p>Citizenship</p> <ul style="list-style-type: none"> • think about the lives of people living in other... times and people with different values and customs <p>ICT</p> <ul style="list-style-type: none"> • Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features and identify further questions to ask • Research using the website 	<p>Resources</p> <p>Information Folders on:</p> <ul style="list-style-type: none"> • Plague • Smallpox • Phrenitis • Sneezing • Hickups • Gout • Worms • Obesity • Dropsy • Heart disease • Memory Loss • Cholera • Melancholy <p>John Allen's MD FRS Report</p>
--	--	---	--

Lesson plan	Starter Activity	Introduction	Development	Plenary
	<p>Ask the pupils to describe the process when they attend the doctor's?</p> <p>Examination Symptoms Diagnosis Treatment Prognosis</p> <p>Ask the pupils to use a common illness such as cold, flu or fever as an example of working through a doctor's diagnosis</p> <p>Finally ask the pupils how they might approach illness in the eighteenth century based on the Theory of the Four Humours</p>	<p>Provide pupils with one of the illnesses covered in the medical works in the Tomlinson Collection:</p> <ul style="list-style-type: none"> • Plague • Smallpox • Phrenitis • Sneezing • Hiccups • Gout • Worms • Obesity • Dropsy • Heart disease • Memory Loss • Cholera • Melancholy 	<p>Follow the procedure the doctor might make</p> <p>Examination Symptoms Diagnosis Treatment Prognosis Known cure?</p>	<p>Discuss the various findings of the pupils relating to the understanding of illnesses and disease.</p> <p>Were there any common points in cause and treatment?</p>

Additional material	
---------------------	--

