



## OVERVIEW

Students will use the objects and archives provided to make critical decisions on whether the object before them is a product of quackery, or legitimate medical practice. Students will use items from the box and a collection of archives to find evidence to support their decisions.

## From the felt folder labeled as ARCHIVES

- X-Rays of J.W. Gifford
- Flat Tummy Lollipop Advertisement
- Goop Carnelian Crystal Advertisement

*All other papers in the ARCHIVES felt folder are useful for reference. They are not directly associated with the activity, but can be referenced as examples of materials being used for scientific discovery or quackery.*

## Supplies, Equipment & Resources

### **We Supply**

- Images marked with a PURPLE icon on the label from the felt folder titled RCPE ARCHIVE. See below for a complete list
- Objects from the box marked with an PURPLE icon on their individual interpretation card. See below for a complete list
- The folder titled “Diagnosis” found in the felt folder titled RCPE ACTIVITIES

### **We Will Ask You To:**

- Provide pencils for each student
- Make copies of the worksheet found in the activities folder for each student

## From The Box

- Old and New Catgut Sutures
- Phrenology Bust
- Cupping Vessel
- Bleeding Bowl
- Cinnabar Mineral



**Look for THIS COLOUR on the labels of the objects and archives in the box.**

**They will be used in this activity.**

## **BEFORE CLASS**

1. Place the items around the classroom.
2. You will need to make copies of the Diagnosis worksheet for each pair of students.

## **INTRODUCTION AND INSTRUCTION**

3. Have students watch the video (or read out instructions) on how to handle objects and instruct them to prepare themselves and their stations for object handling accordingly.
4. Once the station is ready, put the students into pairs and instruct them to sit next to their pairing partner.
5. Pass out the worksheet, one per pair.
6. Next, explain to students that they will be using critical thinking skills to discern between which items in front of them are from quacks and which items are used in medical science.

## **SHARING AND DOING**

7. Have pairing partners select a group of objects to study and send them to the part of the room where those objects are on display. This means that pairing partners will likely share objects with other pairing partners.
8. Students will whisper in pairs and dig into the labels, archives, and objects to make a determination on whether the objects are an example of medical discovery or quackery.
9. It is recommended you give 4 minutes for the pair to discuss and, if you'd like, you could open it up to discussion in smaller groups or as a whole class. Students are encouraged to debate their determination using the sources provided to them. This could last another 4 minutes.
10. Once students have made up their minds you, the teacher, will ask the groups whether they believe their objects are from quacks or physicians. The teacher key on the back of this document will reveal the answers and highlight the objects and archives in the felt folders that prove the scenario to be either quackery or medical discovery.

## RESULTS, REVIEWING & REFLECTING

1. Repeat the process, now with a new pairing group. Continue to repeat the process until time is up or all of the objects are discussed.
2. If there is time, you may want to ask the reflective questions below.
  - What is the difference between a “Quack” and a physician?
  - How can medicine be proven as effective or ineffective?
  - What is the role of advertising in medicine? Is there a difference between advertising and awareness?
  - Can we use the tools provided to support our thoughts and conclusions?

## POTENTIAL ASSESSMENT STRATEGIES

**PRE-ASSESS:** Students can be asked to consider who they follow on social media and make a short list of items that have been “recommended” by these people. They may also be asked to consider the last thing they purchased for themselves, and what factors they considered when making the purchase. (You can open this up to the class for discussion or not, it will not affect the outcome of the activity)

**POST ASSESS:** Ask the students to consider the last time they saw their GP. Ask them to reflect on if their experience with the GP was similar, or dissimilar to the discussion and products that have been pushed by Quacks.

## A NOTE REGARDING STUDENTS WITH PROTECTED CHARACTERISTICS

Students will be asked to read from archives and documents, which may prove difficult for students with limited reading capacity.

## TEACHER KEY

### OLD AND NEW CATGUT: **SCIENTIFIC DISCOVERY**

Here's how they could have worked it out:

- The information card indicates that physicians (and veterinarians) still use the sutures today.
- Lister saw a steady decrease in mortality when the carbolic solution was used, that shows the effectiveness of the treatment.

### GOOP CARNELIAN CRYSTAL ADVERTISEMENT: **QUACKERY**

Here's how they could have worked it out:

- The information card titled "Quackery" says that a quack product would present itself as a cure-all. What it "cures" will be non-specific.
- The reasoning behind the effects of the quack object will often contain the word "magical" or "miracle."
- The person prescribing the quack product will be sold by a company or person with a vague history of "Shaman" or "natural materials" but do not specify further.

### PHRENOLOGY BUST: **SCIENTIFIC DISCOVERY (DISPROVED)**

Here's how they could have worked it out:

- The information provided does *not* suggest a miracle cure but the theories seem a little off when looking at the object with 21st century eyes.
- The interpretation card for the bust indicates that once physicians discovered (through further analysis) that phrenology is ineffective, the practice was abandoned. A physician, when presented with new facts and data that disproved previous scientific understanding, they will discontinue the treatment. A quack will continue the treatment until there is no more financial gain.

## TEACHER KEY

### FLAT TUMMY LOLLIPOP ADVERTISEMENT: **QUACKERY**

Here's how they could have worked it out

- The information card titled "Quackery" says that a quack product would present itself as a cure-all. What is "cures" will be non-specific.
- The reasoning behind the effects of the quack object will often contain the word "magical" or "miracle."
- The person prescribing the quack product will be sold by a company or person with a vague history of "Shaman" or "natural materials" but do not specify further.

### GLASS CUPPING CUP: **ANCIENT DISCOVERY TURNED INTO FOLK HEALING**

Here's how they could have worked it out:

- Physicians used a very common method of cupping for hundreds of years. The interpretation card for the cup indicates that once physicians discovered (through further analysis) that cupping is ineffective, the practice was abandoned. A physician, when presented with new facts and data that disproved previous scientific understanding, they will discontinue the treatment. A quack will continue the treatment until there is no more financial gain.

### GOOP CARNELIAN CRYSTAL: **QUACKERY**

Here's how they could have worked it out:

- The information card titled "Quackery" says that a quack product would present itself as a cure-all. What is "cures" will be non-specific.
- The reasoning behind the effects of the quack object will often contain the word "magical" or "miracle."
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## TEACHER KEY

### LEECH *Hirudo Medicinalis*: **SCIENTIFIC DISCOVERY**

Here's how they could have worked it out:

- Physicians used a very common method of bleeding for hundreds of years. The interpretation card for the bowl indicates that once physicians discovered (through further analysis) that bleeding through piercing the skin is ineffective, the practice was abandoned. A physician, when presented with new facts and data that disproved previous scientific understanding, they will discontinue the treatment. A quack will continue the treatment until there is no more financial gain.
- *It is interesting to note the NHS still lists leeching as a possible treatment, but the list of what leeching can aid in health has dramatically narrowed. Nevertheless some patients still request leeching to help aid in their healing.*

### X-RAYS OF J.W. GIFFORD: **SCIENTIFIC DISCOVERY**

Here's how they could have worked it out:

- Physicians still use X Rays to help diagnose injuries and more. The machinery has radically improved, and the X Rays taken today are far safer and more effective than in 1896.

## OBJECTIVES and STANDARDS

1. Students should broaden their understanding of how effective advertising can be, then and now.

**LIT 3-08a** To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.

**SOC 306-b** Through research, I can identify possible causes of a past conflict and report on the impact it has on the lives of people at that time.

2. Students should understand that medical history has roots that were nurtured in chemistry, witchcraft, religious practice, quackery, trial and error, observation, and scientific method.

**HWB 3-15a** - I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

**SOC 3-01a** I can use my knowledge of a historical period to interpret the evidence and present an informed view.

3. Students should walk away from this activity with a greater sense of confidence that they can discern between what is good advertising and what is sound medical advice.

**LIT 3-06a** I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in logical order, and use suitable vocabulary to communicate effectively with my audience.

## THANK YOU and CONTACT INFORMATION

Thank you for trying our box and our activities! We appreciate how hard teachers work and hope that these objects and activities have been a delight for you and your students.

If you have any comments or questions please reach out at:

[museum@rcpe.ac.uk](mailto:museum@rcpe.ac.uk)

0131 225 7324

We would love to hear about your experiences. If you have a moment, consider giving us some quick feedback. It will help us make better tools for you and your students.