

## Managing Sleep in the Early Modern World, c.1450-1750

GCSE Curriculum Links: 1. Unit 1A – Medicine Through Time (AQA)

2. Option 11 – Medicine in Britain, c. 1250 – present (Edexcel)

Workshop Objectives: 1. To highlight the continued use of Humoral Theory to explain disease and illness in the early modern period.

2. To introduce students to the concept of the ‘Six Non-naturals’ and their use in preventative medicine, especially sleep.

3. To explore how society and culture affected peoples’ engagement with the Six Non-naturals and practices of sleep management.

4. To get students thinking about their own attitudes towards sleep and how their sleep could possibly be improved.

Stage	Stage Objective	Time	Interaction	Procedure
1	<p><u>Activity:</u> What makes you ill?</p> <p><u>Resource:</u> none needed.</p> <p><u>Objective:</u> get students thinking about the variety of causes of illness and how best to either prevent or cure them.</p>	10 mins	Team game	<p>Introductory post-it note game. Split the class into groups of about three. Tell them you want them to think of as many things that could make a person ill or make them not feel very well. Elicit an example. Tell them that you want each member of the group to take it in turns to write an answer on a post-it note then run and stick it to a wall / board. By the end of the game there will be a variety of answers to quickly discuss as a group.</p> <p>Discuss how you could avoid these illnesses. Elicit responses that illustrate the difference between ‘cures’ and ‘prevention’. Explain to the class that we are going to be thinking about how early modern Europeans tried to PREVENT illness. PREVENTION rather than CURES was largely the aim of early modern medicine. This focus affected day-to-day living in the early modern period.</p>
2	<p><u>Activity:</u> Introducing Humoral Theory.</p>	5 mins	Group discussion	<p>Assumption that students will have knowledge of Humoral Theory through their work on Greek and Roman medicine in their GCSE course. If not, introduce this using the Four Humours video.</p>

	<p><u>Resource:</u> Four Humours Video (first half).</p> <p><u>Objective:</u> get students thinking about preventative medicine</p>			Elicit from students what the four humours are and how they were believed to affect bodily health and personality. Emphasise that this system of healthcare was principally about prevention of ill health. Keeping your humours in balance would keep you healthy. Explain that individuals were believed to have their own natural balance of humours, known as a temperament or complexion, which corresponded to one of the four humours.
3	<p><u>Activity:</u> Test your Temperament.</p> <p><u>Resource:</u> Test your Temperament quiz.</p> <p><u>Objective:</u> understanding the link between humours and personality.</p>	10 mins	Individuals	<p>Hand out the 'Test your Temperament' worksheet.</p> <p>Explain to students that they have to circle all the words in the four tables that best describe them.</p> <p>Once they have done this they need to add up the number of words for each table. The table with the highest number of circled words corresponds to humoral complexion. Descriptions of the four temperaments can be found on the reverse of the worksheet.</p> <p>Ask students to work out their temperament.</p> <p>Question: Do you agree with the quiz? Does the description describe you?</p>
4	<p><u>Activity:</u> Early modern descriptions of temperament.</p> <p><u>Resource:</u> Culpeper on Temperament worksheet.</p> <p><u>Objective:</u> to introduce students to early modern ideas of humoral complexion and personal Characteristics.</p>	10 mins	Pair work	<p>Hand out the Culpeper document.</p> <p>Ask the students to read his description of the four temperaments.</p> <p>Ask them to answer the following questions: Do these descriptions match those from the quiz? Do you think Culpeper thinks that some temperaments are better than others? (sanguine seen as best – blood the life-giving humour, melancholy described particularly negatively) How do you think people in the early modern period worked out what humoral temperament they had? (through personality, but also through physical appearance).</p>
5	<p><u>Activity:</u> The Six-natural and sleep.</p>	10 mins	Pair work then group discussion	<p>Explain to students the concept of the 'Six Non-naturals' or show them the second half of the Four Humours video. Go through each one.</p> <p>Explain that the rest of the workshop will focus on the regulation of sleep and its connection to humoral theory.</p>

	<p><u>Resource:</u> Four Humours video (second half) and Culpeper on Sleep extract.</p> <p><u>Objective:</u> to introduce students to the idea of the Six Non-naturals and the regulation of sleep.</p>			<p>Handout Culpeper’s description of sleep.</p> <p>Ask the students to answer the following questions: What, according to Culpeper, was the purpose of sleep? How long should you sleep for according to Culpeper? In what position does Culpeper suggest you should sleep? What practical steps could you take if you were having trouble sleeping?</p>
6	<p><u>Activity:</u> creating an early modern sleep regimen.</p> <p><u>Resource:</u> Primary Source Pack.</p> <p><u>Objective:</u> to get students to synthesise and organise the various ways that early modern people attempted to improve their sleep.</p>	30 mins	Group work	<p>Explain to students that they are going to create their own early modern sleep regimen. Explain what a regimen is (the rules to be followed in order to maintain good health – a bit like an exercise regime).</p> <p>Give the students the primary source resource pack. These are short extracts taken from contemporary sources such as health regimens and recipe books that will allow the students to create a picture of how early modern people managed their sleep and what they did to avoid sleep loss and bad dreams.</p> <p>Get the students to work in small groups to create their own sleep regimen. This can be organised however the students want – some ideas include: dos and don’ts, spider diagrams, medical and spiritual treatments.</p> <p>Ask if any groups would like to explain their regimen to the rest of the group. This will give the students a chance to explain their rationale and will allow the workshop leader to check understanding.</p>
7	<p><u>Activity:</u> comparing early modern regimen to modern-day healthy sleep tips.</p> <p><u>Resource:</u> How to Get to Sleep worksheet.</p> <p><u>Objective:</u> to get students to compare sleep techniques across time.</p>	15 mins	Pair work then group feedback	<p>Hand out the ‘healthy sleep tips’ sheet</p> <p>Ask students to compare their early modern sleep regimen with the tips. Ask them to establish any similarities and differences.</p> <p>Group feedback: conclude the session by asking the students whether or not they think we can learn anything from EM sleep management techniques.</p>