

Historical and Cultural Disease Control

Use this worksheet after reading the lesson to practise the key ideas and prove you can meet the success criteria.

Name _____

Date _____

Class _____

1. Key Ideas

Before germ theory, before vaccines, before antibiotics — people still controlled disease. They did it through observation, tradition, and hard-won experience. Quarantine islands, smoking ceremonies, food taboos, and isolation practices all reduced transmission centuries before anyone understood why they worked.

- Key historical disease control practices: quarantine islands, miasma theory responses, variolation
- Why historically effective practices worked even without germ theory understanding

2. Success Criteria

By the end, you should be able to:

- Key historical disease control practices: quarantine islands, miasma theory responses, variolation
- Aboriginal and Torres Strait Islander disease management practices
- How cultural practices intersect with disease prevention

3. Key Terms

who

quarantined and why

Evolution

just a guess or a theory with no evidence

this

why pre-scientific disease control often worked

Today it

a heritage site managed by NSW National Parks, and is one of Australia's most significant historical disease control sit

the biological mechanism

an additional lens, not a replacement for cultural understanding

Strait Islander health knowledge

extensive, sophisticated, and still being documented and understood by researchers working in partnership with communiti

4. Activity: Build the Lesson Map

Use the lesson to complete the table. Keep answers brief but specific.

Prompt	Your answer
Main concept	
Important example	
Common mistake to avoid	
How this links to the next lesson	

5. Short Answer Questions

1. Explain this lesson goal in your own words: "Key historical disease control practices: quarantine islands, miasma theory responses, variolation". Use one specific example from the lesson.

BAND 3

2 MARKS

2. Apply this idea to a new example: "Aboriginal and Torres Strait Islander disease management practices". Show your reasoning clearly.

BAND 4

3 MARKS

3. Analyse why this idea matters for understanding Historical and Cultural Disease Control: "How cultural practices intersect with disease prevention".

BAND 5

4 MARKS

6. Extend: Apply the Idea

BAND 5/6

5 MARKS

A student gives a memorised answer about Historical and Cultural Disease Control but does not use evidence or reasoning.

Improve the answer by writing a stronger response that uses accurate terminology, a relevant example and a clear explanation.

7. Multiple Choice

1. What is the best first step when answering a question about Historical and Cultural Disease Control?

- A. Identify the key concept being tested
- B. Write every fact from memory
- C. Ignore the command word
- D. Skip examples and evidence

2. Which answer would show stronger understanding of Historical and Cultural Disease Control?

- A. An answer with accurate terms and reasoning
- B. A copied definition only
- C. A single-word response
- D. An answer with no example

3. What should you do if a question asks you to explain?

- A. Link the idea to a reason or cause
- B. List unrelated facts
- C. Only draw a diagram
- D. Write the shortest possible answer

8. Success Criteria Proof

Finish with evidence that you can do each success criterion.

SUCCESS CRITERION 1

Prove that you can: Key historical disease control practices: quarantine islands, miasma theory responses, variolation

BAND 3 **2 MARKS**

SUCCESS CRITERION 2

Prove that you can: Aboriginal and Torres Strait Islander disease management practices

BAND 4 **3 MARKS**

SUCCESS CRITERION 3

Prove that you can: How cultural practices intersect with disease prevention

BAND 5 **4 MARKS**

One thing I still need help with:
