Instructor’s Manual: Introduction

Overview
In this activity, students will observe and analyze a selection of anatomical illustrations, which span from the sixteenth century through the nineteenth century. This activity will also introduce the concept of D.O.C.S. (Design, Organization, Content, Style) and its applications in the natural sciences discipline.

While completing the exercise, students will consider the following questions:
• What are the characteristics of different historical models of scientific illustration?
• How do these historical models differ from one another?
• How do these historical models differ from scientific illustration today?
• How does scientific illustration reflect the culture of the time period in which it was produced?

Learning Outcomes
The goal of this exercise is for students to develop visual analysis skills, while also considering how these skills might be applied to research and writing in the natural sciences.

Materials
To complete the in-class exercise and homework assignment, students will use the following three special collections items.
Instructor’s Manual: Step-by-Step Instructions

Getting Started
You will complete this exercise working with a partner. After you have selected someone to work with, choose a piece from the image gallery that both of you will use to complete the activity.

Part One: Quiet Observation
First, working individually, spend one minute observing the image you and your partner have just selected. Do not say anything or write anything down — just spend one minute looking at the image.

Part Two: Sharing
Next, share your observations with your partner. The instructor will set a timer, and each person will have one minute to share what they observed and what they learned from the image. After each partner has shared, have a five-minute conversation about what you learned from each other’s observations. Did you notice the same details and patterns? How did you each interpret and analyze the image? Finally, what did you learn from the listening portion of the exercise — what did your partner’s observations and analysis reveal to you about the image, or about scientific illustration more generally?

Part Three: Recordkeeping
After wrapping up the conversation with your partner, spend ten more minutes working together to record and organize your observations on notecards or sticky notes. As you record and organize your observations, keep these three categories in mind:
• Description: What is included in this anatomical illustration?
• Anatomy: How is the body posed in your group’s illustration? What kind of body is depicted?
• Style: What kind of style would you say this image has? Does it remind you of anything?

Part Four: Analysis
First, navigate to the UNC library catalog: https://search.lib.unc.edu/. Search for Fundamentals of Children’s Anatomy and Physiology: A Textbook for Nursing and Healthcare Students using the “Words in Title” search box. Click the “Full text available via the UNC-Chapel Hill Libraries” link for online access. Then, select “Read Online” and navigate to Chapter 17, “The Skeletal System.” Browse the chapter and look at the various anatomical illustrations. Based on your observations, discuss these questions:
• What differences do you notice between the style of these illustrations and the style of the historical illustration that your group worked with?
• What can these differences tell us about the expectations and values placed on anatomy texts today compared to in the year in which your text was written?