

People of Sciences 2010-11 - Human Anatomy and Physiology

1. Use the internet to find the requested information on 1 male and 1 female scientist who have made a contribution to the anatomy and/or physiological sciences. One of the scientists needs to have been born before the twentieth century (1899 or before), the other during of the twentieth century (1900's). NOTE: Wikipedia is not an acceptable source of information.
2. Find at least two web sources of information for each scientist. Print out the web source page (s) of your information. You will turn these in with you finished fact sheet. Highlight the information you will use in your fact sheet. **YOU MAY NOT USE WIKIPEDIA AS A SOURCE!**
3. Type a fact sheet with the information requested for each scientist. The type should be 12cpi, Times New Roman font, single spacing for each category of information, and double spacing between categories. Category titles are to be in **bold** type. The information in e-k below should be in your own words. Names of scientist to research can be found by typing in “timeline of anatomy” or “time line of physiology” on a search engine.
4. To find a picture of each scientist go to a search engine and select images (pictures) and type in the name of the scientist.
5. The following information should appear on each fact sheet in the order listed and is required for each scientist:
 - a. Name of scientist
 - b. date of birth
 - c. date of death, or “still living”
 - d. nationality
 - e. Family background/childhood. This entry should include: where they grew up, who were their parents, how many siblings, economic status of family, occupation of parents and any other information available about their family and childhood.
 - f. Education. Include information on early education (private tutors, elementary, governess) middle and high school education as well as colleges/universities. All degrees earned and the school from which it was earned should also be included.
 - g. obstacles they faced in their life (personal or professional)
 - h. Discussion/explanation of contribution to anatomy and/or physiological sciences and how this contribution impacts biology today. Just because they studied biology does not mean that they made a contribution. Check with me if in doubt about the contribution.
 - i. what you liked best about this person or something interesting about this person
 - j. what values or beliefs did he/she demonstrate that you admire/found interesting
 - k. anecdote(s) – any other funny or interesting information (extra point)
 - l. Picture, if available
 - m. URLs (web addresses) where information was found
6. **Refer to the attached example for guidance.** Your final document should be in the same format as the example.
7. Students may not duplicate the scientists chosen. Sign up for your scientists before or after class or during enrichment.
8. For each scientist staple the fact sheet on top of the highlighted web source pages. Staple in the upper left corner. All pages should be neat and crisp (not folded, wrinkled, or torn).
9. Due date: _____

EXAMPLE:

MLA Heading

Science as a Human Endeavor Fact sheet

Name: Elizabeth Garrett Anderson

DOB: 1836

DOD: 1917

Nationality: British

Family background/childhood:

Her father, Newsom Garrett, and her mother Louisa Dunnell, earned their income as pawnbrokers. Mr. Garrett later became a successful silversmith. Elizabeth was the second of twelve children.

Education: First taught by her mother, then a governess. She was later sent to the Boarding School for Ladies at Blackheath.

Her interest in medicine was aroused after a meeting with Dr. Elizabeth Blackwell.

She was allowed a surgical nurse internship at Middlesex Hospital in which she was allowed to attend rounds.

She was the apprentice of Dr. Plaskitt, St. Andrews University Scotland. After five years of internship and many lectures she was awarded The Licentiate of the Society of Apothecaries and allowed to practice medicine.

She entered the University of Paris in 1868. Within two years time she had passed the necessary examination and completed her thesis and became a licensed medical doctor.

Obstacles: An obstacle she had was that women were not allowed to enroll as students in medical schools in Britain at that time. But, with the help of her father, Elizabeth found a loophole in the charter of the Society of Apothecaries. The use of the word “person” rather than “man” in the charter allowed Elizabeth the opportunity to obtain her license after completing the necessary courses and apprenticeship.

Contributions to biological science: Opened the Saint Mary’s Dispensary for Women in the slums of London in order to bring healthcare to the underprivileged women. She was the first woman in Britain to study and practice medicine.

What I liked best about her story:

Her first act, after becoming a member of the Society of Apothecaries, was to open a woman’s hospital in the slum area of London.

What values or beliefs did she demonstrate that I admire/found interesting: She persevered and overcame the obstacles that existed in society and the medical field.

Anecdote(s): She used her ability, education and her charm to turn two of her biggest opponents (her father and her future husband) into her biggest supporters.

Picture:



URLs: www.spartacus.schoolnet.co.uk/WandersonE.htm
www.bbc.co.uk/history/historic_figures/garrett_anderson_elizabeth.shtml

Rubric for each scientist

Earned Points

| | |
|----------|---|
| 1 point | gender correct |
| 1 point | century correct |
| 1 point | information used highlighted on printed web pages |
| 3 points | format followed |
| 1 point | name of scientist |
| 1 point | date of birth |
| 1 point | date of death (or still living) |
| 1 point | nationality |
| 3 points | family background |
| 2 points | education |
| 2 points | obstacles they faced |
| 5 points | <u>explanation</u> of contribution to biology |
| 1 point | what you liked best about scientist |
| 1 point | values/beliefs demonstrated by scientist |
| 1 point | URLs typed (web addresses) |

Extra point

Any anecdotal information not present in any of the other categories may add 1 point to your grade.

Loss of Points

- If web source pages are not turned in with fact sheet there will be a 5 point deduction.
- Plagiarized material will result in a major deduction and possibly a grade of zero.
- Overuse of quotes (more than two) will result in a 5 point deduction.
- Poor grammar, spelling and form (not using MLA format)

25 total points per fact sheet

The combined grade of these two fact sheets will be used as both a 100 point research lab grade and a 50 point test grade.