BEFORE YOU CALL IT ALIEN

ILLUSTRATION TEACHING MANUAL

CURATED EDITION — 33 VISUAL RESOURCES

SEE THE EVIDENCE. TEACH THE REASONING.

OBSERVE / MEASURE / COMPARE / CONCLUDE

F. S. LYONS

DISPLAY THE VISUAL. THEN TEACH THE REASONING.

The 21 core visuals retain their display-and-teaching pairs. The curated appendix adds two selected archive plates and ten recovered teaching plates, with all navigation updated for the shortened edition.

DISPLAY	DISCUSS	PRACTICE	REFLECT
Project, print, or share the full figure.	Separate what is visible from what is inferred.	Use the short activity to apply the concept.	End with the evidence-discipline reminder.

Part I · Technical workbook diagrams

Production note: Original files are preserved. The separate 2× teaching files improve display flexibility but do not create new scientific detail.

CURRENT STARSHIP-SCIENCE TEACHING ART

The twelve current book plates and the website-only companion scene are gathered here as full teaching resources. These images were absent from the first illustration manual.

Inventory rule: Logos, contact sheets, cover concepts, page proofs, screenshots, and superseded illustration drafts are excluded because they are not standalone current teaching illustrations.

HUMAN VISUAL PATHWAY

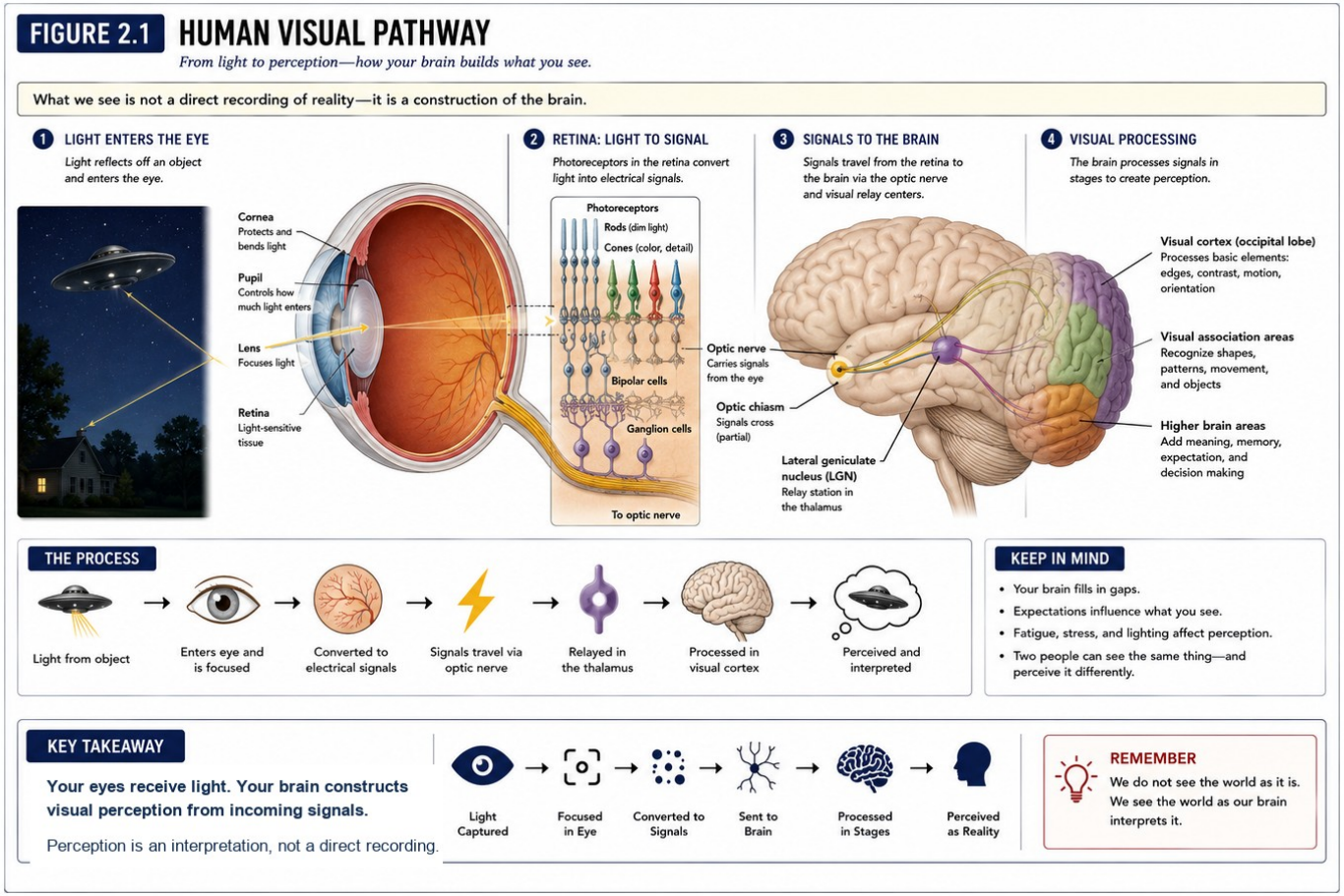


Figure 2.1 — Human Visual Pathway

Teaching lens: Seeing is an active biological construction, not a direct copy of the outside world.

FIGURE 2.1 · TEACHING PAGE

TEACHING NOTES: HUMAN VISUAL PATHWAY

CORE IDEA

Seeing is an active biological construction, not a direct copy of the outside world.

WHAT TO NOTICE

- The pathway begins with incoming light and continues through the eye, retina, optic nerve, and brain.
- Each stage can limit detail, color, contrast, timing, and confidence in a later report.

ASK READERS

- Which parts of a witness statement describe sensory input, and which parts interpret that input?
- What viewing conditions could change what the observer was able to resolve?

QUICK ACTIVITY

Show a complex scene for fifteen seconds. Ask readers to record only directly observed details, then compare those notes with their interpretations.

ACCESSIBLE DESCRIPTION

Diagram of the human visual pathway from incoming light through the eye, retina, optic nerve, and brain.

EVIDENCE DISCIPLINE **The diagram simplifies a complex visual system. It supports discussion of perception limits; it is not a medical diagnostic model.**

MOTION PARALLAX

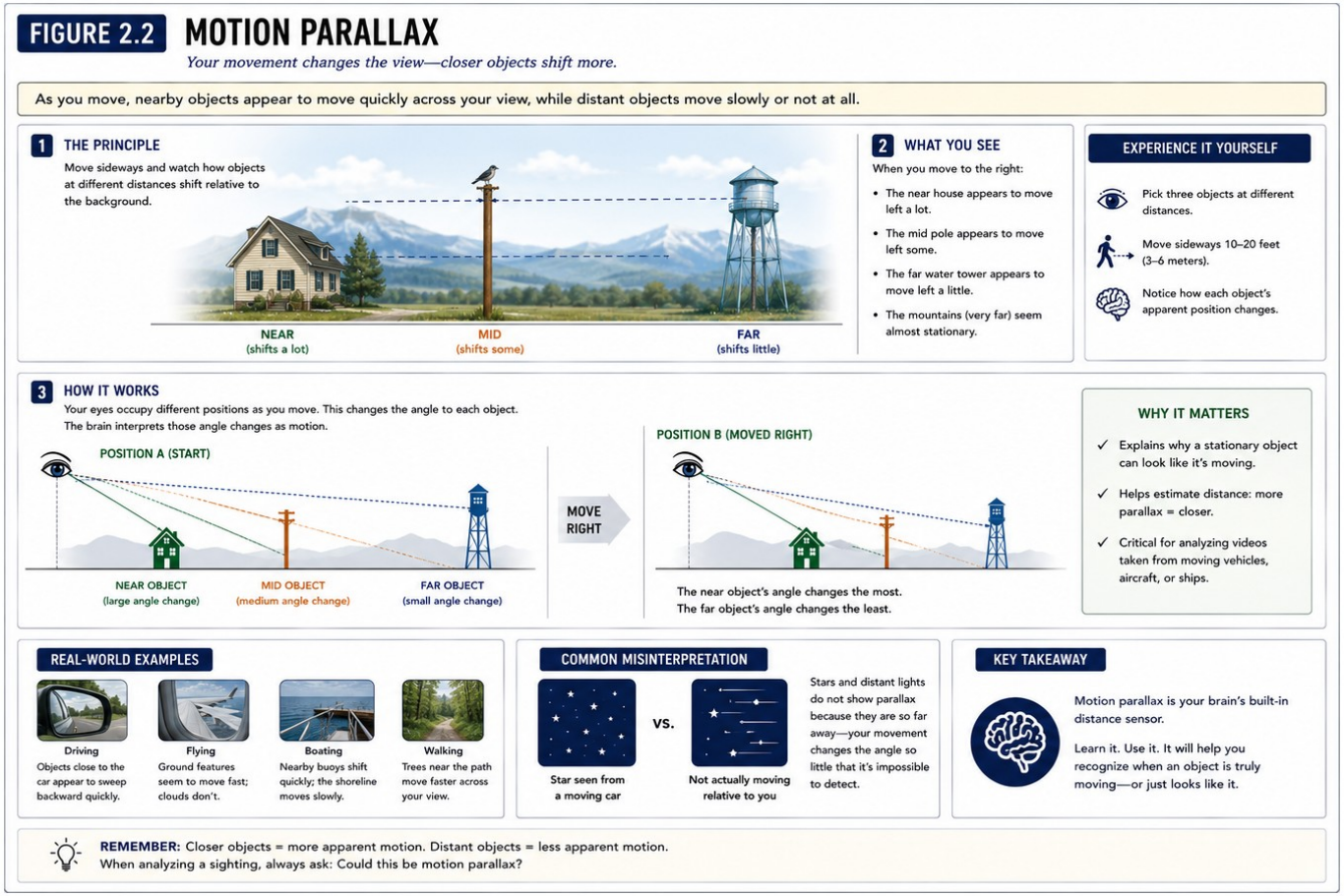


Figure 2.2 — Motion Parallax

Teaching lens: Observer motion can create very different apparent movement for near and distant objects.

FIGURE 2.2 · TEACHING PAGE

TEACHING NOTES: MOTION PARALLAX

CORE IDEA

Observer motion can create very different apparent movement for near and distant objects.

WHAT TO NOTICE

- Nearby objects shift farther across the field of view than distant objects during the same observer movement.
- Apparent movement is a relationship among observer, object, background, and time.

ASK READERS

- Was the observer, vehicle, or camera moving when the apparent motion occurred?
- What range information would be needed before estimating physical speed?

QUICK ACTIVITY

Hold a thumb at arm's length, alternate eyes, and compare its shift against a near wall and a distant background. List what changed and what did not.

ACCESSIBLE DESCRIPTION

Motion-parallax diagram showing that nearby objects shift more than distant objects as an observer moves.

EVIDENCE DISCIPLINE **Apparent motion alone does not establish a target's true path, distance, or speed.**

ELECTROMAGNETIC SPECTRUM

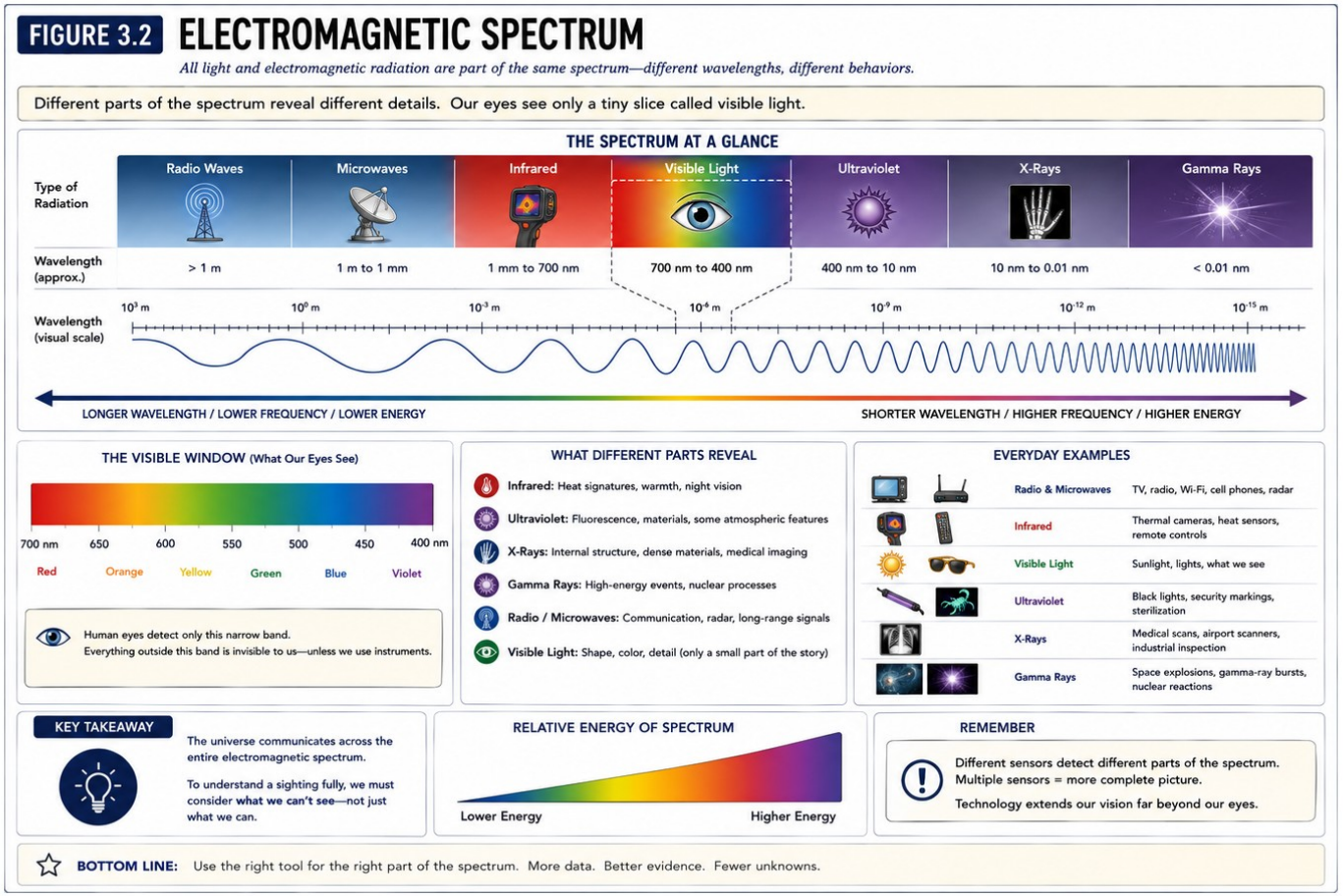


Figure 3.2 — Electromagnetic Spectrum

Teaching lens: Human sight samples only a narrow band of the electromagnetic spectrum.

FIGURE 3.2 · TEACHING PAGE

TEACHING NOTES: ELECTROMAGNETIC SPECTRUM

CORE IDEA

Human sight samples only a narrow band of the electromagnetic spectrum.

WHAT TO NOTICE

- Visible light occupies a small portion of the spectrum shown in the figure.
- Different instruments respond to different wavelength ranges and require different interpretation.

ASK READERS

- What band did each sensor actually measure?
- What calibration, processing, and environmental information is needed to compare those records?

QUICK ACTIVITY

Give readers three hypothetical reports—visible, infrared, and radar—and ask them to list what each report can support and what remains unknown.

ACCESSIBLE DESCRIPTION

Electromagnetic spectrum from radio waves through gamma rays, highlighting the narrow visible-light band.

EVIDENCE DISCIPLINE **A signal in any band is a measurement, not an identity. Instrument limits and metadata remain part of the claim.**

DIGITAL IMAGING CHAIN

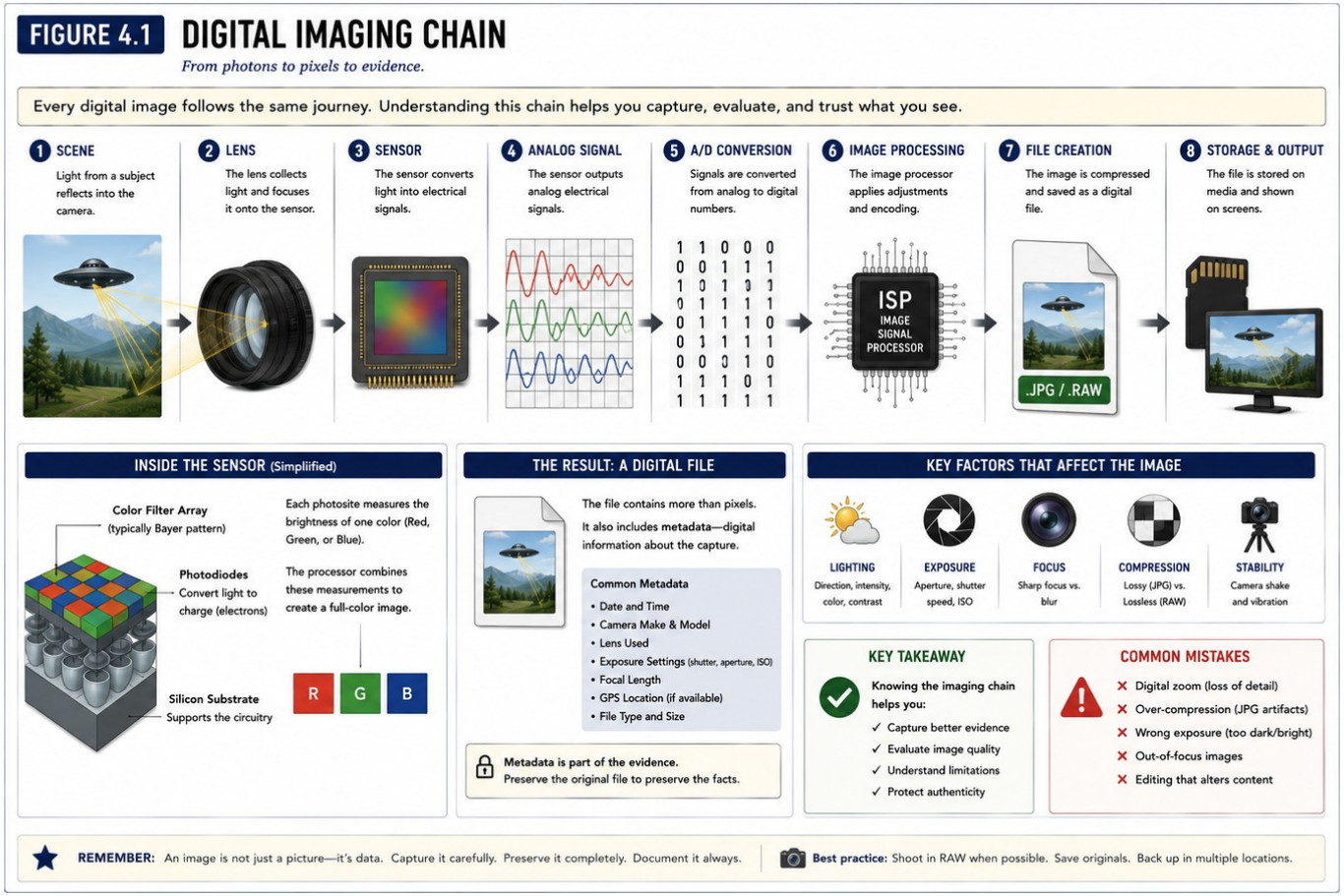


Figure 4.1 — Digital Imaging Chain

Teaching lens: A digital image is the result of a chain of capture and processing decisions.

FIGURE 4.1 · TEACHING PAGE

TEACHING NOTES: DIGITAL IMAGING CHAIN

CORE IDEA

A digital image is the result of a chain of capture and processing decisions.

WHAT TO NOTICE

- Light passes through optics and a sensor before electronics and software create a stored file.
- Each link can introduce clipping, compression, sharpening, denoising, scaling, or metadata loss.

ASK READERS

- Which file is closest to the original capture?
- What transformations occurred before the image reached the reviewer?

QUICK ACTIVITY

Map the history of one phone image from capture through messaging, screenshotting, editing, and reposting. Mark every point where information may change.

ACCESSIBLE DESCRIPTION

Digital imaging chain from scene and lens through sensor, processing, file creation, and storage.

EVIDENCE DISCIPLINE **Enhancement can make existing patterns easier to see, but it cannot recover detail that the capture never recorded.**

FIGURE 4.3 · DISPLAY PAGE

MULTISENSOR CONVERGENCE

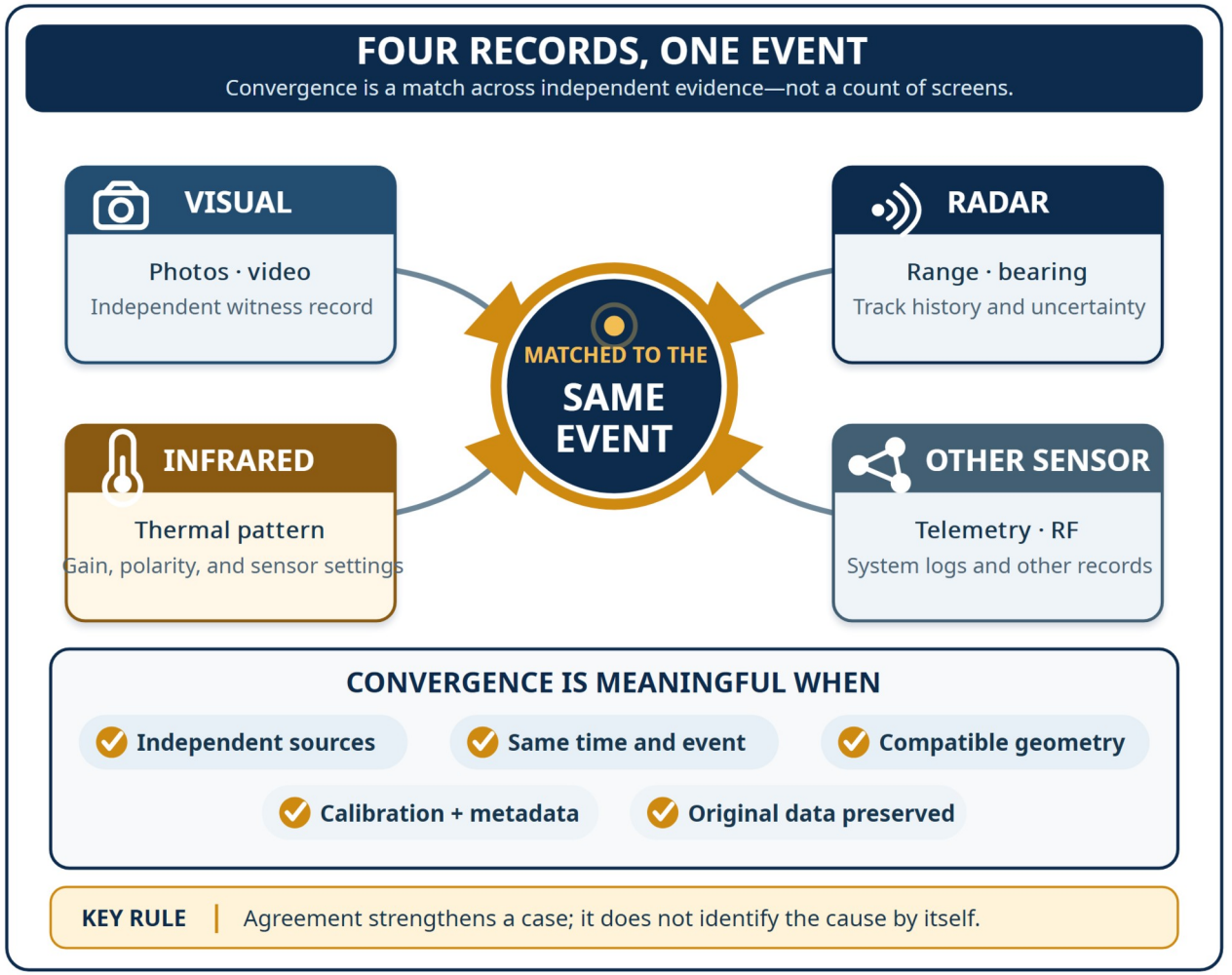


Figure 4.3 — Multisensor Convergence

Teaching lens: Multiple records become stronger together only when they truly describe the same event and add independent information.

FIGURE 4.3 · TEACHING PAGE

TEACHING NOTES: MULTISENSOR CONVERGENCE

CORE IDEA

Multiple records become stronger together only when they truly describe the same event and add independent information.

WHAT TO NOTICE

- Time, bearing, elevation, range, path, and uncertainty must be compared before records are combined.
- Shared processing or a shared source can make several displays look independent when they are not.

ASK READERS

- Which sources are genuinely independent?
- Do their timing and geometry agree within known uncertainty?

QUICK ACTIVITY

Build a sensor-correlation table with columns for source, clock, location, calibration, geometry, original data, and dependencies.

ACCESSIBLE DESCRIPTION

Diagram showing visual, radar, infrared, and other sensor records converging on one event, with requirements for independence, matching time and geometry, calibration, metadata, and preserved originals.

EVIDENCE DISCIPLINE **A larger number of displays is not automatically stronger evidence. Independence and correlation must be demonstrated.**

SAME ANGLE, DIFFERENT RANGE

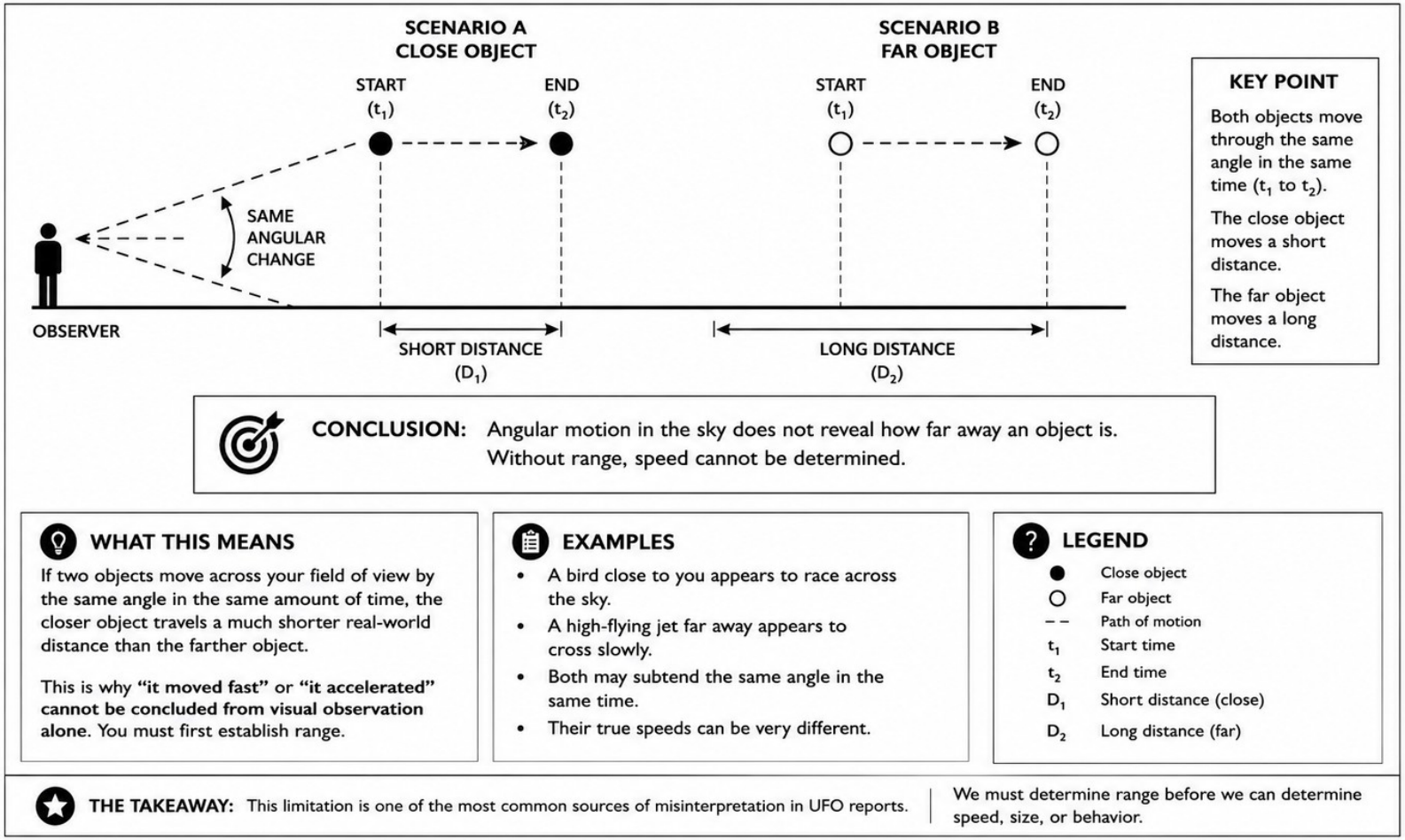


Figure 5.1 — Same Angle, Different Range

Teaching lens: The same angular change can correspond to very different physical travel at different ranges.

FIGURE 5.1 · TEACHING PAGE

TEACHING NOTES: SAME ANGLE, DIFFERENT RANGE

CORE IDEA

The same angular change can correspond to very different physical travel at different ranges.

WHAT TO NOTICE

- Angular motion can be measured even when physical distance and speed remain undetermined.
- Range assumptions control the conversion from an angle on the sky to a distance traveled.

ASK READERS

- Is range measured, estimated, bounded, or unknown?
- How does the speed estimate change when a different plausible range is used?

QUICK ACTIVITY

Choose two plausible ranges for one angular movement. Compare the corresponding path lengths and identify which conclusion survives both assumptions.

ACCESSIBLE DESCRIPTION

Geometry diagram showing how the same angular motion can represent different physical distances at different ranges.

EVIDENCE DISCIPLINE **Do not convert angular movement into extraordinary physical speed without a supported distance estimate.**

FROM SIGHTING TO EVIDENCE FILE

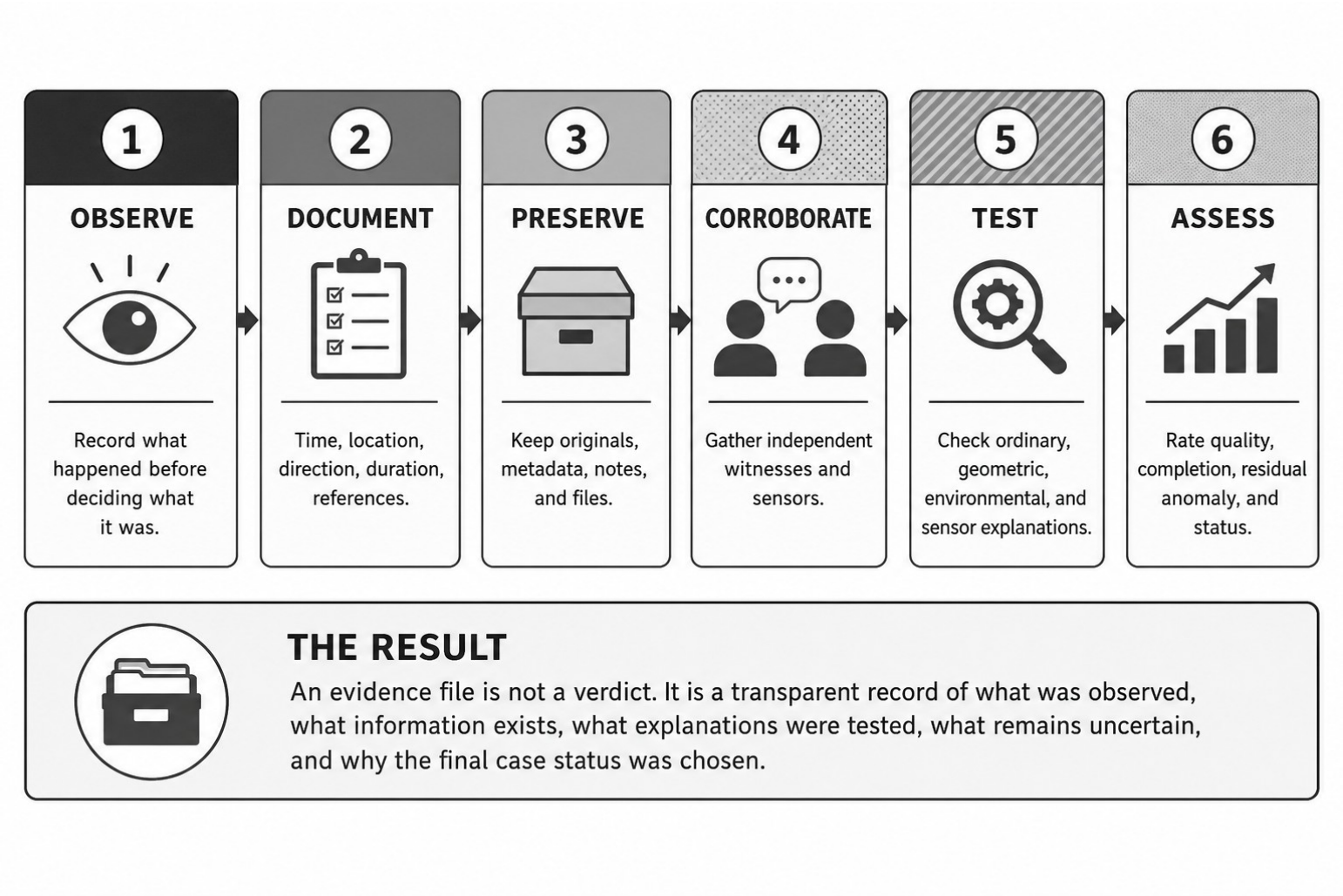


Figure 7.1 — From Sighting to Evidence File

Teaching lens: A disciplined workflow protects the observation before interpretation takes over.

FIGURE 7.1 · TEACHING PAGE

TEACHING NOTES: FROM SIGHTING TO EVIDENCE FILE

CORE IDEA

A disciplined workflow protects the observation before interpretation takes over.

WHAT TO NOTICE

- Documentation and preservation occur before corroboration, testing, and assessment.
- Each stage should leave a record another careful reviewer can inspect.

ASK READERS

- Which step was completed first, and which steps were skipped?
- What original records still exist, and who has handled them?

QUICK ACTIVITY

Give groups a short sighting scenario and six workflow cards. Ask them to order the cards and name the completion evidence for each step.

ACCESSIBLE DESCRIPTION

Evidence-file workflow moving through observe, document, preserve, corroborate, test, and assess.

EVIDENCE DISCIPLINE **A conclusion remains provisional. A well-kept evidence file makes revision possible when better information appears.**

EVIDENCE MAP

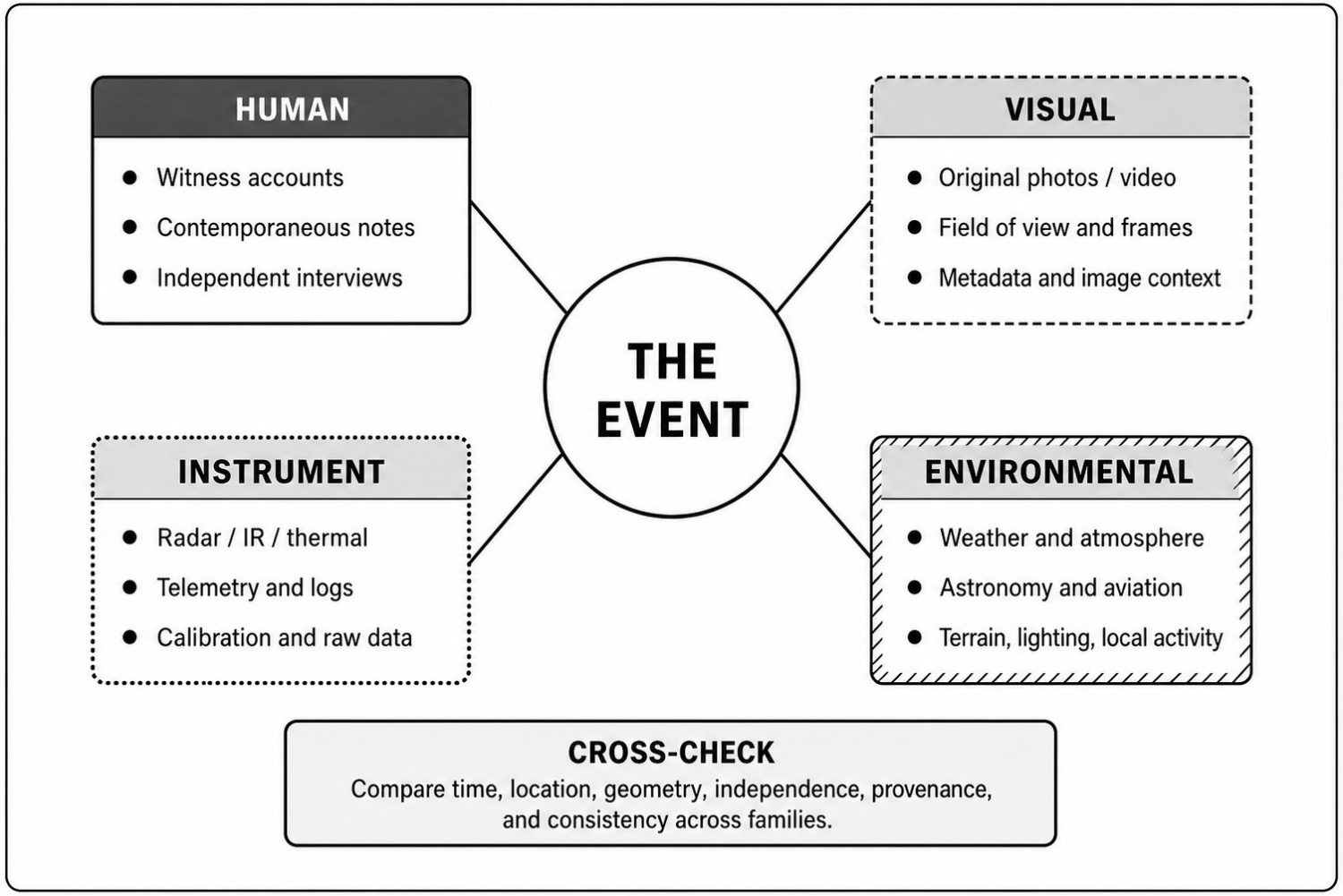


Figure 7.2 — Evidence Map

Teaching lens: Different evidence families constrain different parts of a case and carry different limitations.

FIGURE 7.2 · TEACHING PAGE

TEACHING NOTES: EVIDENCE MAP

CORE IDEA

Different evidence families constrain different parts of a case and carry different limitations.

WHAT TO NOTICE

- Human, visual, instrument, and environmental records answer different questions.
- Evidence quantity, quality, access, and independence should be tracked separately.

ASK READERS

- Which family contains each available record?
- What missing family or missing metadata most limits the next conclusion?

QUICK ACTIVITY

Sort a sample evidence list into the four families, then connect items that share a source or dependency. Identify the strongest independent combination.

ACCESSIBLE DESCRIPTION

Evidence map organized into Human, Visual, Instrument, and Environmental families.

EVIDENCE DISCIPLINE **More evidence is not necessarily better evidence. Repetition, copying, or common processing can reduce independence.**

INFERRED SHAPE

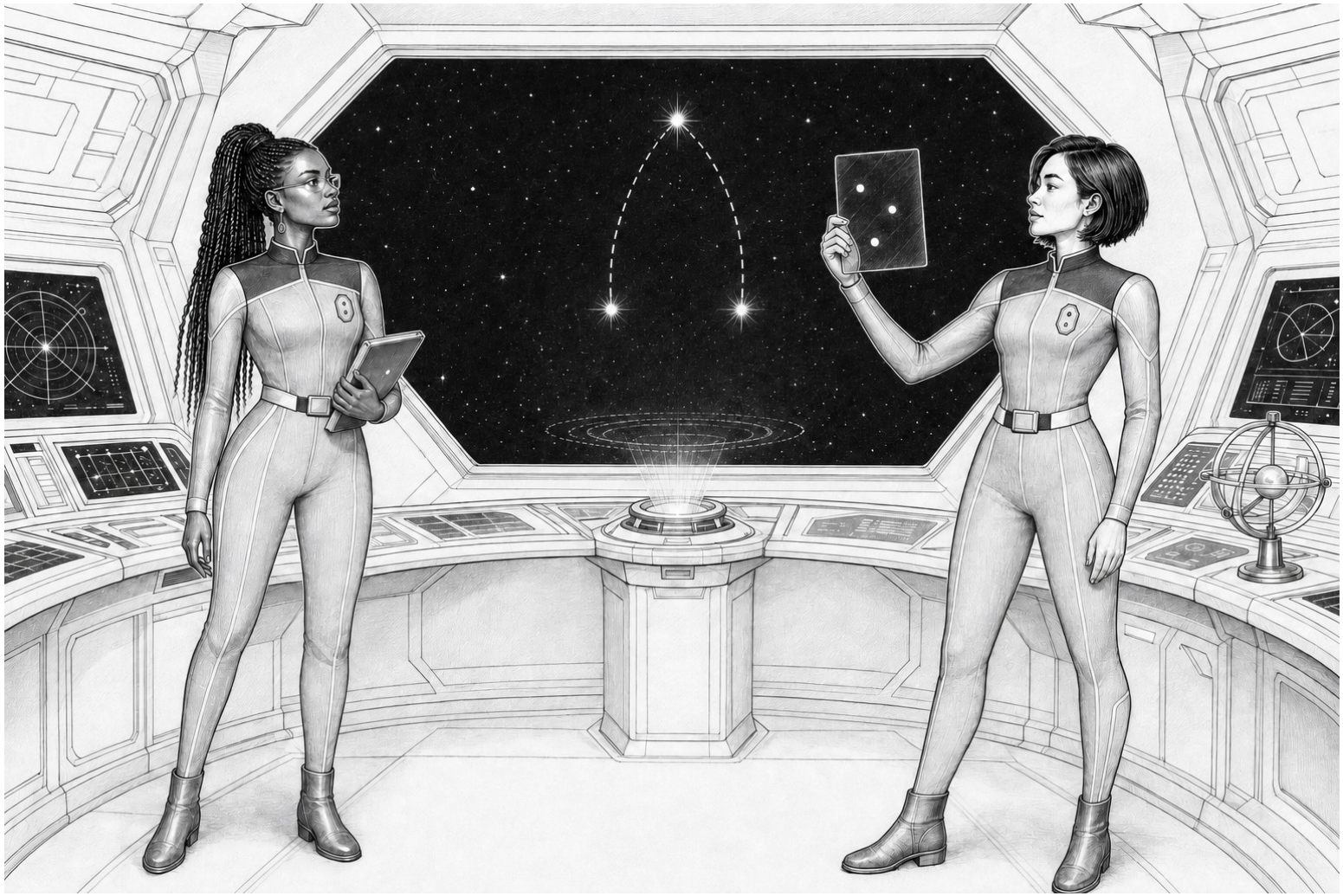


Figure A01 — Inferred Shape

Teaching lens: The mind can add a shape the light never supplied.

FIGURE A01 · TEACHING PAGE

TEACHING NOTES: INFERRED SHAPE

CORE IDEA

The mind can add a shape the light never supplied.

WHAT TO NOTICE

- The three light points are observations; the boundary connecting them is an interpretation.
- A visually compelling pattern can appear before distance, structure, or common motion has been established.

ASK READERS

- What remains in the evidence if every connecting line is removed?
- What other arrangements could produce the same three light points?

QUICK ACTIVITY

Show three dots without a caption. Have readers list direct observations, then sketch several possible interpretations and label every added assumption.

ACCESSIBLE DESCRIPTION

Two adult science officers compare three isolated lights with a suggested connecting outline inside a starship astrometrics laboratory.

EVIDENCE DISCIPLINE **Perceptual completion can suggest a hypothesis, but it does not establish a physical boundary or craft.**

MAGNIFICATION AND INFORMATION

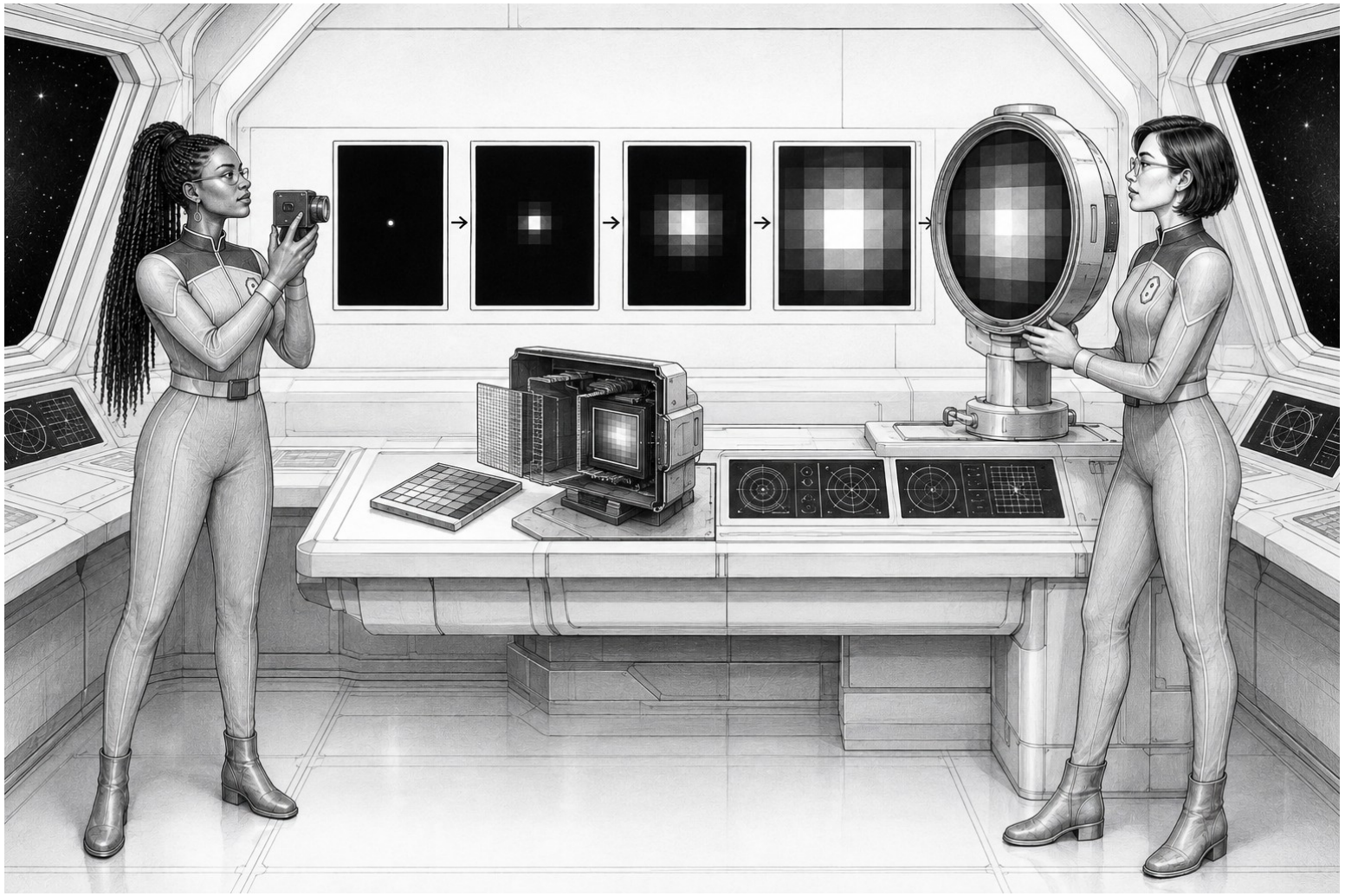


Figure A02 — Magnification and Information

Teaching lens: More magnification does not automatically mean more information.

FIGURE A02 · TEACHING PAGE

TEACHING NOTES: MAGNIFICATION AND INFORMATION

CORE IDEA

More magnification does not automatically mean more information.

WHAT TO NOTICE

- The target grows on the display while its recorded sampling stays limited.
- Enlargement can expose pixels, blur, compression blocks, sharpening halos, or interpolation.

ASK READERS

- What was the native resolution of the original capture?
- Which visible features came from the sensor, and which came from later processing?

QUICK ACTIVITY

Enlarge a small crop in several steps. At each step, separate newly visible recorded structure from artifacts created by display or interpolation.

ACCESSIBLE DESCRIPTION

Two science officers inspect a sequence in which a small light becomes larger and increasingly pixelated under magnification.

EVIDENCE DISCIPLINE **Upscaling can improve viewing and placement; it cannot restore detail that was never recorded.**

STABLE REFERENCE

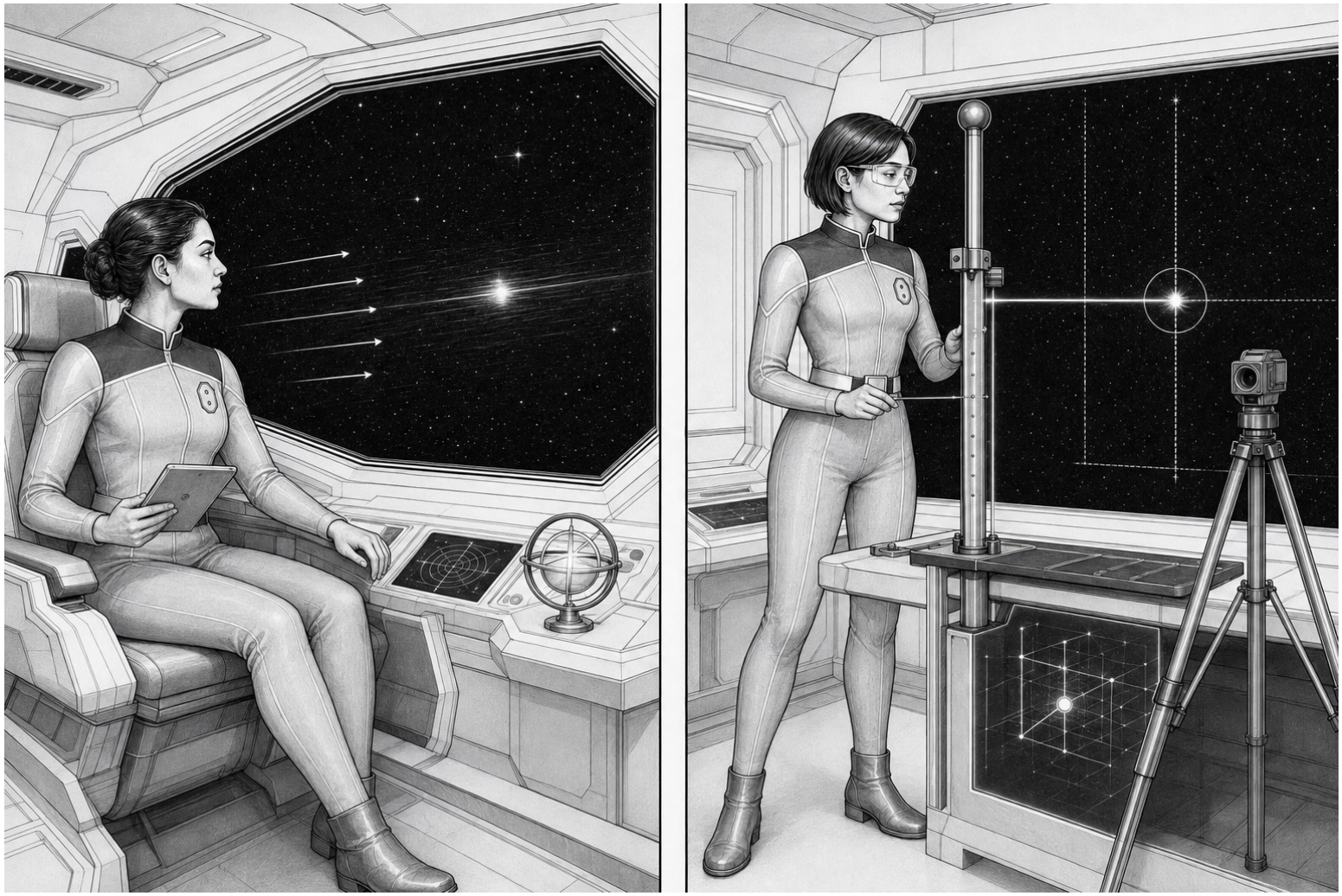


Figure A03 — Stable Reference

Teaching lens: A stable reference can separate target motion from observer motion.

FIGURE A03 · TEACHING PAGE

TEACHING NOTES: STABLE REFERENCE

CORE IDEA

A stable reference can separate target motion from observer motion.

WHAT TO NOTICE

- The apparent path changes when the observer or viewing platform moves.
- A fixed instrument, known background, and synchronized timing provide comparison anchors.

ASK READERS

- Which parts of the observing system moved during the event?
- What stable reference could test whether the target itself changed direction?

QUICK ACTIVITY

Compare a handheld observation with a fixed-camera record of the same moving point. List which motion claims each record can support.

ACCESSIBLE DESCRIPTION

A split starship experiment contrasts an observer in motion with a fixed optical bench tracking the same point of light.

EVIDENCE DISCIPLINE **Without a stable reference, apparent target motion can contain unmeasured observer or camera motion.**

SOURCE TRAIL

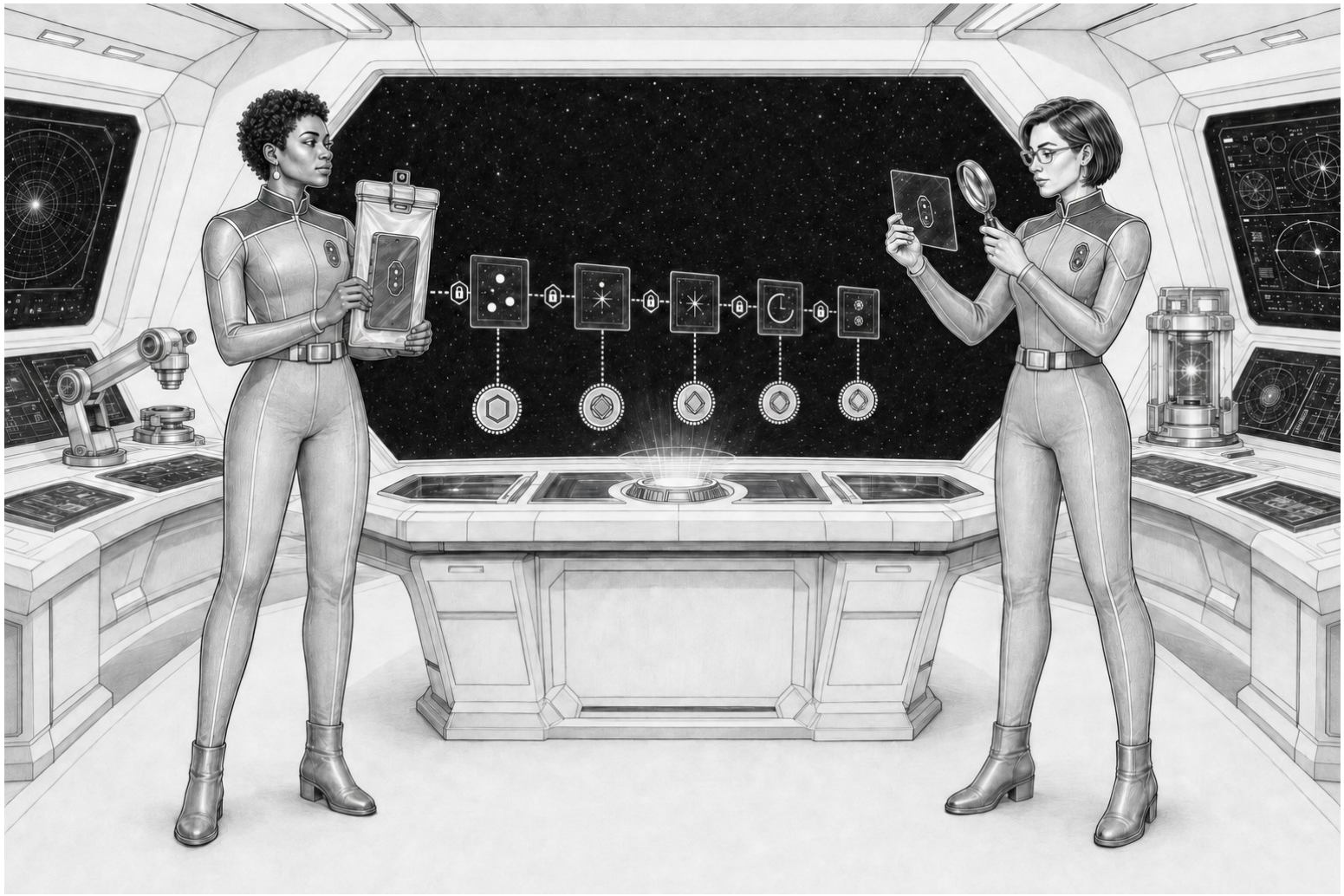


Figure A04 — Source Trail

Teaching lens: A claim is only as strong as the trail back to its source.

TEACHING NOTES: SOURCE TRAIL

CORE IDEA

A claim is only as strong as the trail back to its source.

WHAT TO NOTICE

- The evidence sequence records origin, handling, copying, analysis, and storage.
- A polished repost can look persuasive while concealing missing metadata and transformations.

ASK READERS

- Can the reviewed file be traced to the original capture?
- Which handoffs or edits are documented, and which remain unknown?

QUICK ACTIVITY

Build a provenance chain for one shared image. Record the source, filename, date, checksum, each copy, each edit, and every custodian.

ACCESSIBLE DESCRIPTION

Two forensic science officers verify a sequence of sealed evidence records and preserved source files in a starship laboratory.

EVIDENCE DISCIPLINE **An unexplained gap in provenance limits claims about authenticity, timing, and image content.**

FOUR ASSESSMENT OUTPUTS

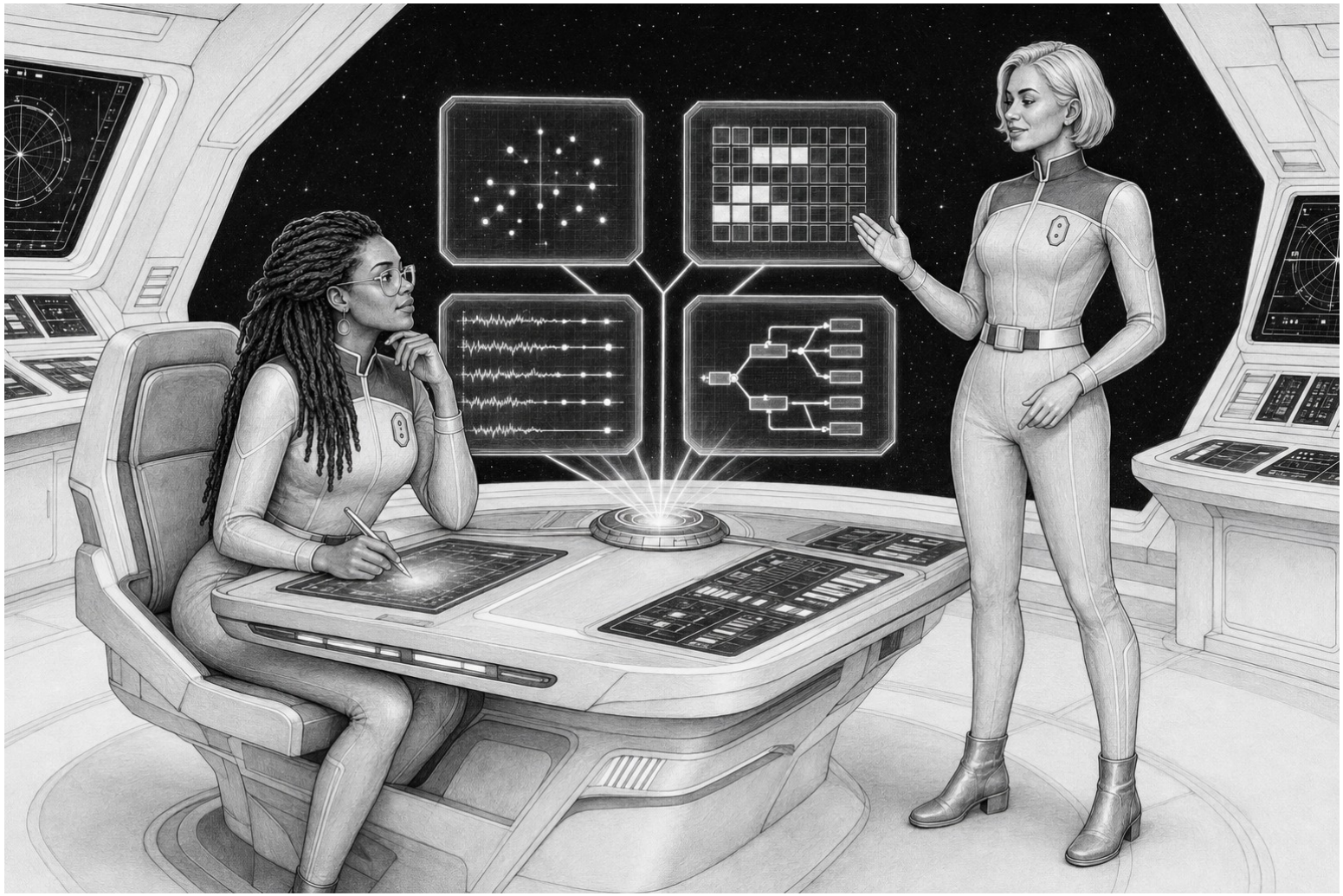


Figure A05 — Four Assessment Outputs

Teaching lens: The assessment reports four answers, not one mystery score.

FIGURE A05 · TEACHING PAGE

TEACHING NOTES: FOUR ASSESSMENT OUTPUTS

CORE IDEA

The assessment reports four answers, not one mystery score.

WHAT TO NOTICE

- Separate outputs preserve different questions about source quality, evidence strength, explanation fit, and final status.
- Two cases can share a total while having very different strengths, weaknesses, and next steps.

ASK READERS

- What distinct question does each output answer?
- Which weak output would be hidden by collapsing the profile into one number?

QUICK ACTIVITY

Give groups two contrasting case profiles with the same total. Ask them to recommend different follow-up work using the separate outputs.

ACCESSIBLE DESCRIPTION

Two science officers review four separate evidence-assessment panels rather than one combined mystery score.

EVIDENCE DISCIPLINE **A single score can conceal the reason a conclusion is limited; preserve the full profile.**

EVIDENCE LADDER

Figure A06 — Evidence Ladder

Teaching lens: Climb only as high as the evidence supports.

TEACHING NOTES: EVIDENCE LADDER

CORE IDEA

Climb only as high as the evidence supports.

WHAT TO NOTICE

- Each higher claim requires the lower observations and checks to remain secure.
- The illustration makes the stopping point visible before the most dramatic conclusion.

ASK READERS

- What is the highest claim directly supported by the present record?
- What new evidence would be required for the next rung?

QUICK ACTIVITY

Write a case's claims on ascending cards from observation to identity. Place an evidence card beneath every supported step and stop at the first gap.

ACCESSIBLE DESCRIPTION

A science officer climbs a laboratory evidence ladder whose supported rungs are solid and whose unsupported upper rungs become translucent.

EVIDENCE DISCIPLINE **Do not treat an unsupported upper rung as the natural completion of a lower observation.**

UNKNOWN IS A STATUS

Figure A07 — Unknown Is a Status

Teaching lens: Unknown is a status, not an identity.

FIGURE A07 · TEACHING PAGE

TEACHING NOTES: UNKNOWN IS A STATUS

CORE IDEA

Unknown is a status, not an identity.

WHAT TO NOTICE

- The unresolved status marks a limit in the current record rather than naming the object.
- Several ordinary and unusual candidates can remain open at the same time.

ASK READERS

- Is the case unknown because evidence conflicts, is missing, or has not yet been tested?
- Which identity claims go beyond the status actually assigned?

QUICK ACTIVITY

Sort statements into observation, status, hypothesis, and identity. Rewrite any statement that turns 'unknown' into a named cause.

ACCESSIBLE DESCRIPTION

A science officer uses a classification console that keeps an unresolved observation separate from several possible identities.

EVIDENCE DISCIPLINE **Unresolved does not mean extraterrestrial, impossible, or permanently unexplainable.**

OBSERVER RECEIVES LIGHT

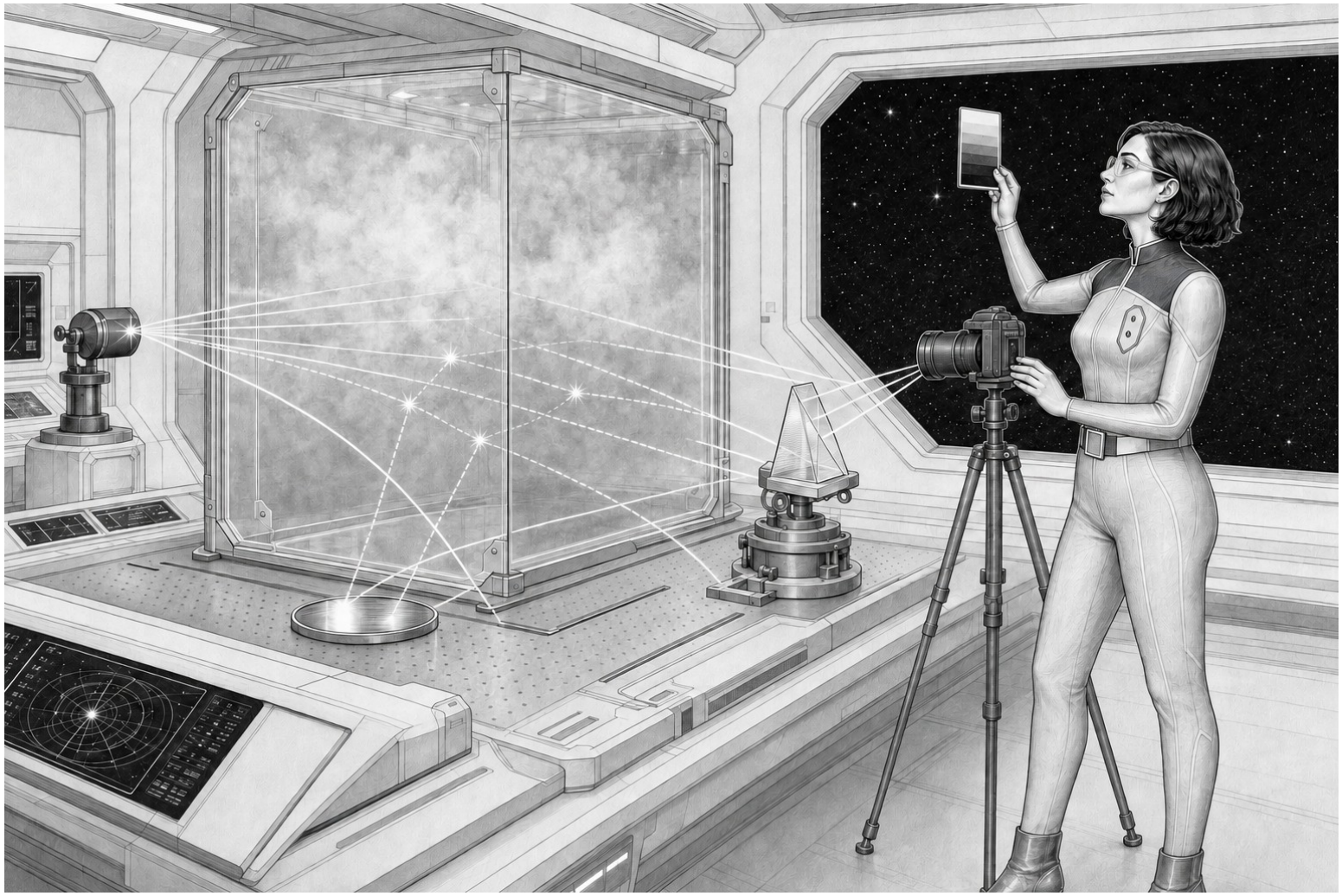


Figure A08 — Observer Receives Light

Teaching lens: The observer receives light—not the whole object.

FIGURE A08 · TEACHING PAGE

TEACHING NOTES: OBSERVER RECEIVES LIGHT

CORE IDEA

The observer receives light—not the whole object.

WHAT TO NOTICE

- Atmosphere, optics, focus, exposure, processing, and perception intervene between source and report.
- The received signal can constrain an object without reproducing every property of that object.

ASK READERS

- What transformations occurred between the emitting or reflecting source and the final record?
- Which observed property belongs to the signal rather than necessarily to the source?

QUICK ACTIVITY

Draw the complete signal path for one observation. Add a possible limitation or distortion beside every link.

ACCESSIBLE DESCRIPTION

Controlled rays travel through an atmospheric chamber and optical instruments toward an observer and sensor inside a starship laboratory.

EVIDENCE DISCIPLINE **Treat an image as a measurement produced by a chain, not as the object itself.**

EXPLAIN THE WHOLE EVENT

Figure A09 — Explain the Whole Event

Teaching lens: A good match must explain the whole event, not just one striking moment.

FIGURE A09 · TEACHING PAGE

TEACHING NOTES: EXPLAIN THE WHOLE EVENT

CORE IDEA

A good match must explain the whole event, not just one striking moment.

WHAT TO NOTICE

- Every stage of the observation supplies constraints on timing, appearance, path, and change.
- A candidate that matches one frame may fail before or after that frame.

ASK READERS

- Which parts of the event does each candidate explain?
- What observation would rule out the strongest remaining candidate?

QUICK ACTIVITY

Create a matrix with event stages as columns and candidate explanations as rows. Mark matches, conflicts, missing data, and assumptions.

ACCESSIBLE DESCRIPTION

A science officer compares candidate explanations with a four-stage observation sequence on a large laboratory display.

EVIDENCE DISCIPLINE **Do not promote a partial resemblance into a complete explanation of the event.**

PROFILE SHOWS THE LIMIT

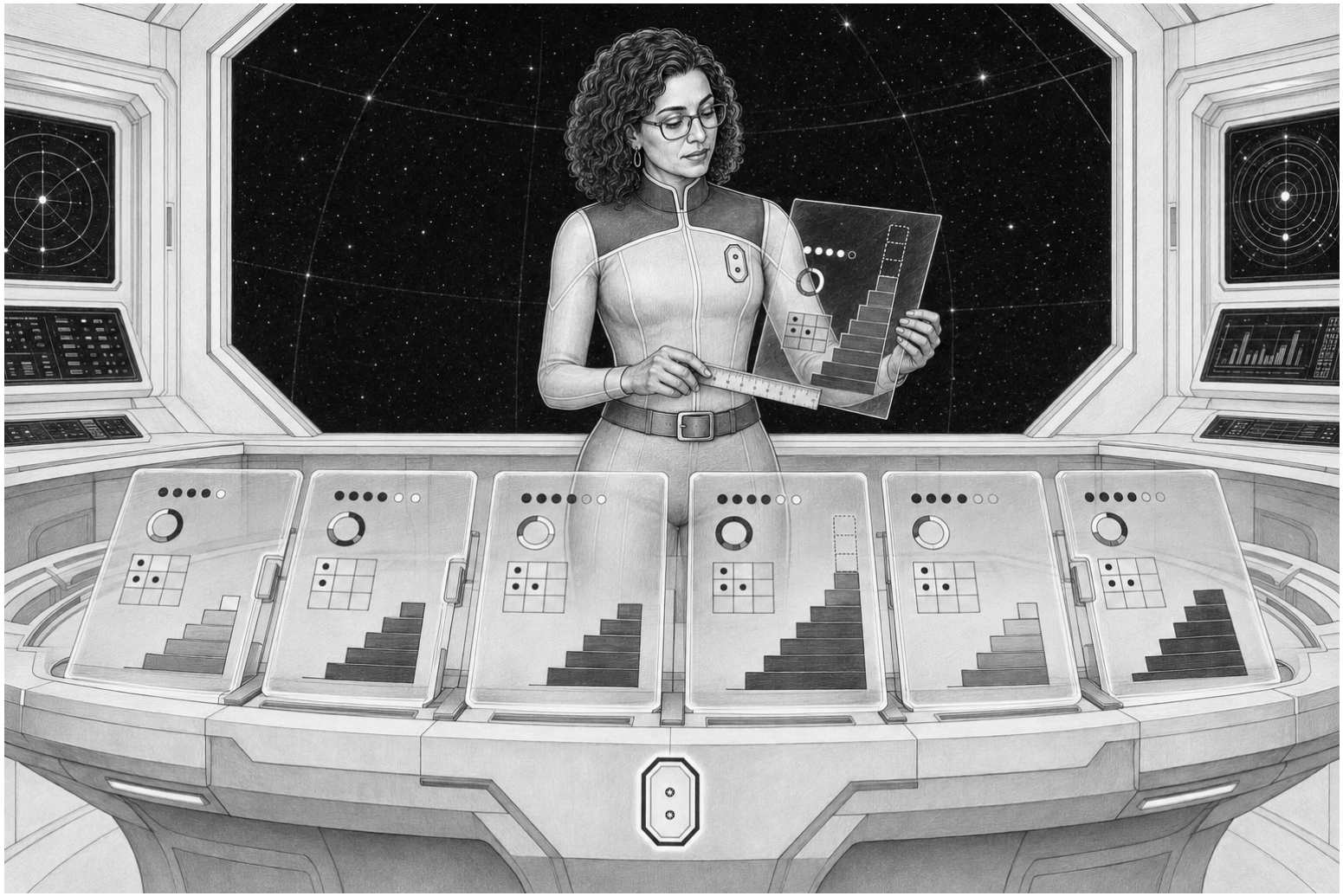


Figure A10 — Profile Shows the Limit

Teaching lens: A score profile shows where evidence is strong—and where it runs out.

FIGURE A10 · TEACHING PAGE

TEACHING NOTES: PROFILE SHOWS THE LIMIT

CORE IDEA

A score profile shows where evidence is strong—and where it runs out.

WHAT TO NOTICE

- The shape of a profile reveals strengths and gaps that a total can hide.
- Missing, untested, and negative evidence are not interchangeable values.

ASK READERS

- Which dimension most limits the conclusion?
- Does a low value mean contrary evidence, poor quality, or no available record?

QUICK ACTIVITY

Compare two profiles with similar totals. Write one cautious conclusion and one next-step recommendation for each profile.

ACCESSIBLE DESCRIPTION

A science officer compares several evidence profiles whose strengths differ and one of which visibly stops where information is missing.

EVIDENCE DISCIPLINE **Report the pattern and its missing data, not merely the most impressive number.**

POSSIBILITY IS NOT PROOF

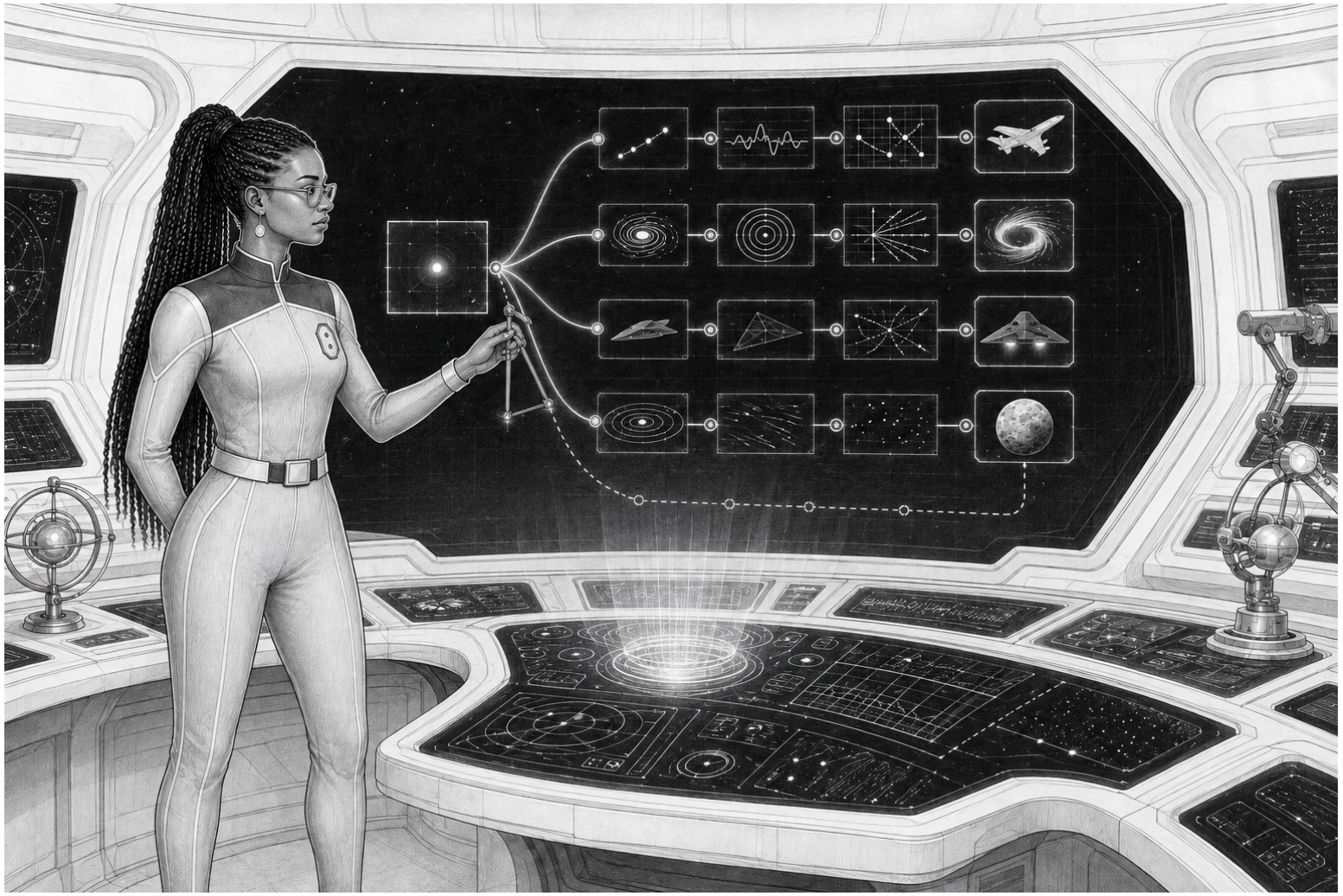


Figure A11 — Possibility Is Not Proof

Teaching lens: A possible origin is not a proven origin.

FIGURE A11 · TEACHING PAGE

TEACHING NOTES: POSSIBILITY IS NOT PROOF

CORE IDEA

A possible origin is not a proven origin.

WHAT TO NOTICE

- Several hypotheses can remain logically possible with very different evidential support.
- A dramatic destination does not strengthen the missing links that would be needed to reach it.

ASK READERS

- What evidence supports this hypothesis beyond mere compatibility?
- Which competing hypotheses remain possible under the same observations?

QUICK ACTIVITY

For each proposed origin, list what the case supports, what it contradicts, and what evidence would discriminate it from alternatives.

ACCESSIBLE DESCRIPTION

A science officer examines several measured hypothesis paths while an unsupported shortcut toward a conclusion stops before connecting.

EVIDENCE DISCIPLINE **Possibility establishes an option for testing; it does not establish identity, origin, or probability.**

PROOF IS A CHAIN

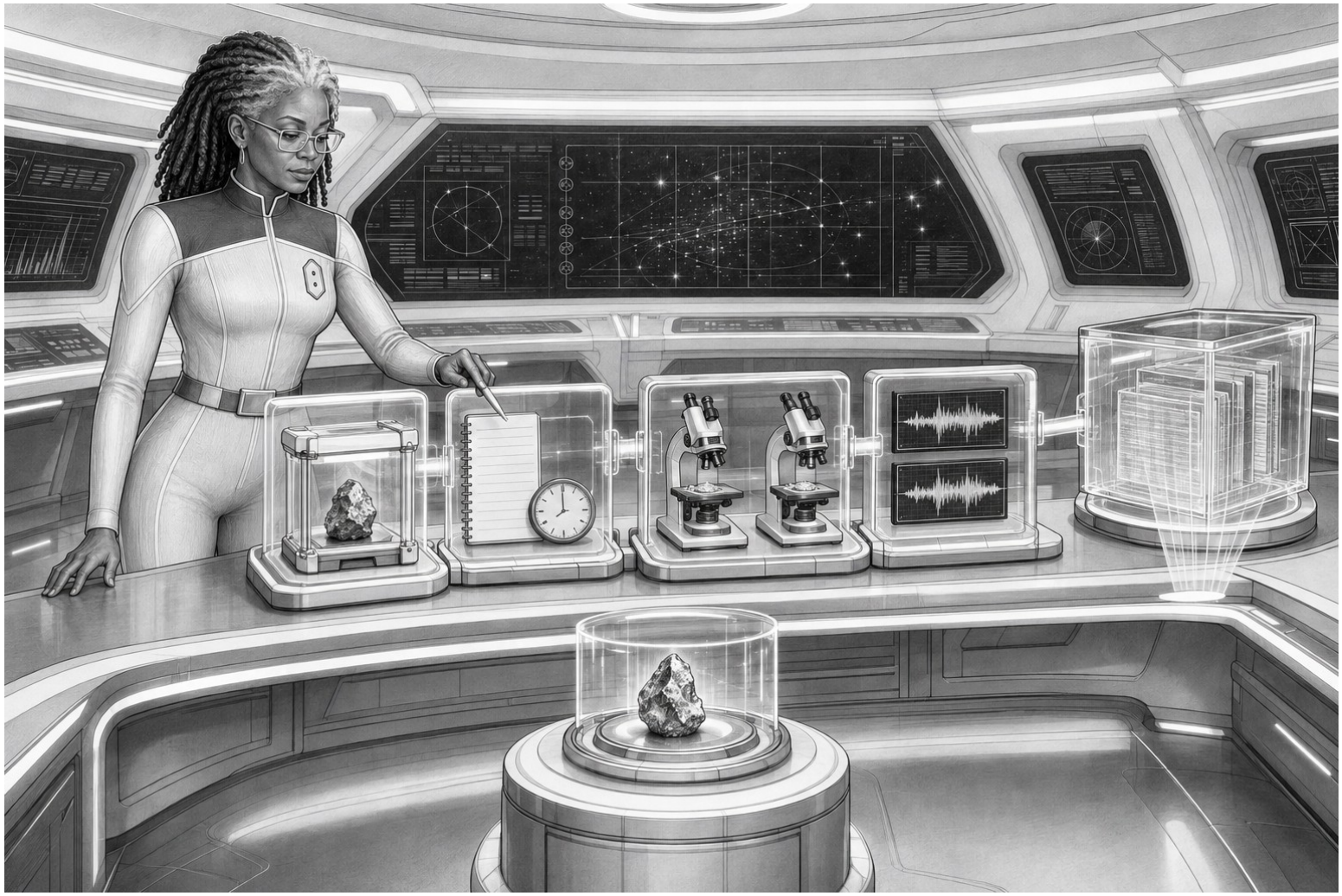


Figure A12 — Proof Is a Chain

Teaching lens: Proof is a chain of checks, not a single impressive object.

FIGURE A12 · TEACHING PAGE

TEACHING NOTES: PROOF IS A CHAIN

CORE IDEA

Proof is a chain of checks, not a single impressive object.

WHAT TO NOTICE

- Independent verification, preserved data, documented methods, and reproducibility connect the supported chain.
- An isolated artifact can be interesting while remaining unauthenticated or poorly contextualized.

ASK READERS

- Which links can an independent reviewer reproduce?
- Where would the conclusion fail if one link were removed?

QUICK ACTIVITY

Audit a strong claim as a chain. Give each team one link—source, custody, measurement, replication, or publication—and test its handoff to the next.

ACCESSIBLE DESCRIPTION

Connected verification modules lead to a public evidence package while one impressive but isolated object remains outside the chain.

EVIDENCE DISCIPLINE **The strength of a conclusion depends on connected, inspectable checks rather than visual impact alone.**

EVIDENCE ROOM SYNTHESIS

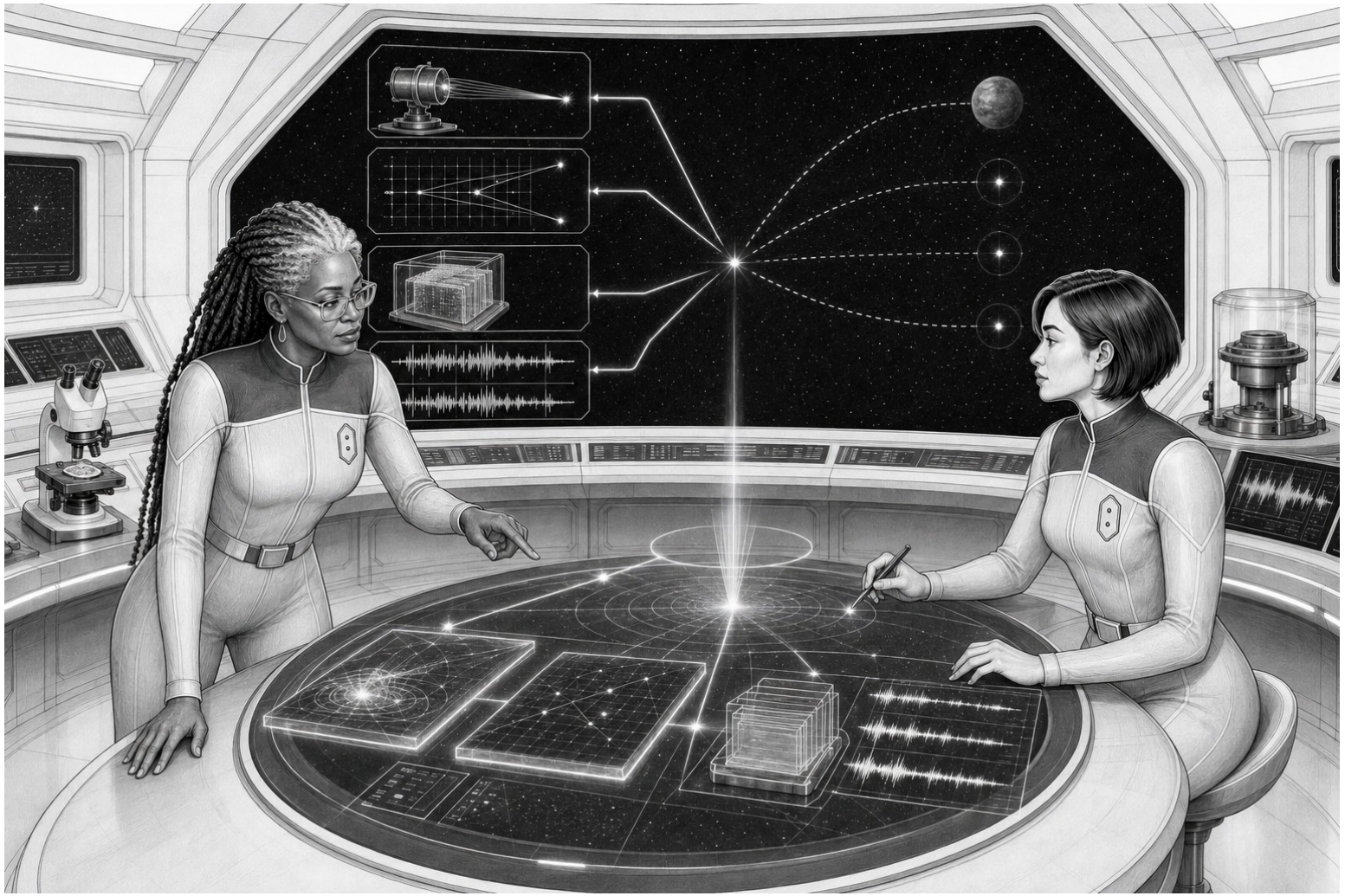


Figure C01 — Evidence Room Synthesis

Teaching lens: Different evidence channels can converge on an event while its identity remains unresolved.

TEACHING NOTES: EVIDENCE ROOM SYNTHESIS

CORE IDEA

Different evidence channels can converge on an event while its identity remains unresolved.

WHAT TO NOTICE

- Optical, geometric, provenance, and sensor records meet only after their timing and relationships are examined.
- Hypothesis paths begin beyond the common observation; an unsupported path stops before reaching a distant origin.

ASK READERS

- Which channels are independent, and which may share a source or processing chain?
- What does their convergence establish about the event—and what does it still not identify?

QUICK ACTIVITY

Assign four teams one evidence channel each. Reunite them only after every team states its measurements, uncertainty, dependencies, and preservation status.

ACCESSIBLE DESCRIPTION

Two adult science officers work at a panoramic evidence table where optics, angular geometry, preserved source data, and independent sensor waveforms converge on one unresolved light.

EVIDENCE DISCIPLINE **Convergence can strengthen confidence that an event was recorded without proving a particular object or origin.**

SELECTED ARCHIVE PLATES

Only the two archive plates explicitly retained during the page-selection review remain in this edition. Their page references below use the shortened manual.

ID	RETAINED ARCHIVE PLATE	COLLECTION	ORIGINAL	NEW
V03	Human Visual Pathway — Premium Rebuild	Figure rebuild variants	52	**50**
S01	Observation Aperture Insignia	Starship science support art	85	**51**

What remains after the core manual

Premium visual-pathway rebuild: A technical comparison image for perception, interpretation, and future diagram refinement.

Observation Aperture insignia: The project-owned mark for consistent identity across teaching and distribution materials.

Recovered teaching plates: Ten selected instructional plates indexed on pages 52–53 and displayed on pages 54–63.

PAGE-SELECTION DECISION LOG

This log records the requested treatment of original pages 50–101. Pages 1–45 remain the clean instructional core; index pages 46–49 are refreshed for the curated edition.

ORIGINAL PAGE	ACTION / NEW PAGE	CONTENT
50–51	**Removed**	Visual Pathway variants V01–V02
52	**Retained → 50**	Visual Pathway Premium Rebuild V03
53–84	**Removed**	Initial, glamour, comic, line-art, and editorial archive plates
85	**Retained → 51**	Observation Aperture insignia S01
86–87	**Removed**	Starship Science contact sheets S02–S03
88–89	**Retained → 52–53**	Recovered-image index pages, updated
90	**Retained → 54**	Motion Parallax R01
91	**Removed**	Multisensor Convergence R02
92	**Retained → 55**	Detection of UAPs R03
93	**Removed**	Triangulation R04
94–101	**Retained → 56–63**	Recovered plates R05–R12

RETAINED ARCHIVE TEACHING GUIDANCE

These two retained archive plates serve different purposes. The premium diagram supports instruction; the insignia supports identity and production control.

V03 · HUMAN VISUAL PATHWAY — PREMIUM REBUILD

Teaching lens: Use the image to distinguish incoming sensory information from the brain's later interpretation.

Discussion: Which details belong to the visual pathway, and where can uncertainty enter before a witness reports an object?

Production use: High-value comparison candidate for a future technical-diagram rebuild.

Location: New page 50 · retained from original page 52

S01 · OBSERVATION APERTURE INSIGNIA

Teaching lens: Use the insignia to identify the project consistently across teaching materials and future illustration revisions.

Discussion: Is the mark readable, proportionate, and consistently placed without competing with instructional content?

Production use: Production reference — preserve transparency and rebuild as vector if enlarged extensively.

Location: New page 51 · retained from original page 85

Curatorial limit: The removed variants remain preserved in earlier project outputs but are not embedded in this curated manual or its retained-image package.

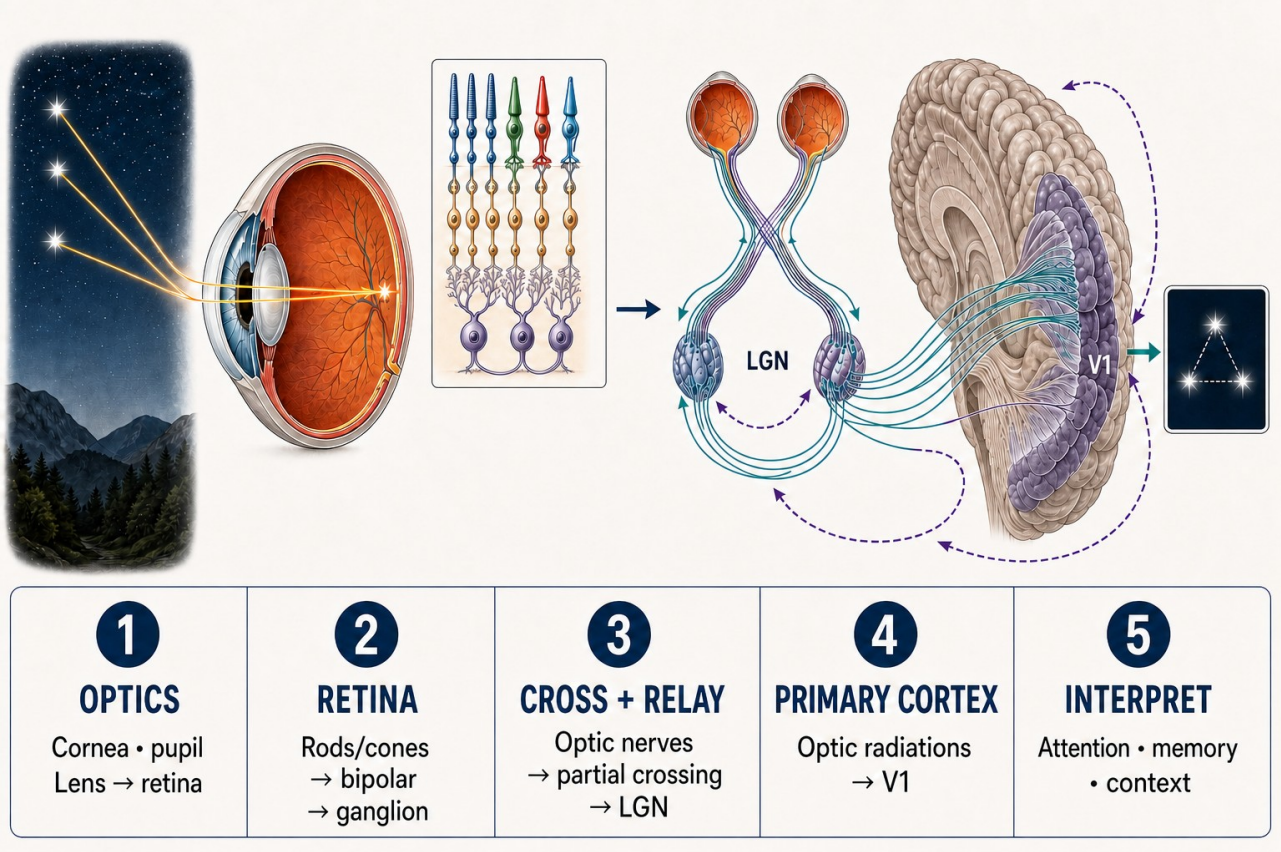
CURATED EDITION ACCOUNTING

The shortened edition contains only the instructional core and the plates retained by the page-selection instructions.

CATEGORY	COUNT	STATUS
Core workbook diagrams	8	Retained
Current Starship-science visuals	13	Retained
Selected archive plates	2	Retained
Selected recovered teaching plates	10	Retained
Total visual resources	**33**	**Final curated count**
Original manual pages removed	**38**	**Per requested selection**
Final manual pages	**63**	**Renumbered and linked**

Navigation status: All retained contents links and bookmarks are rebuilt for the new page sequence.

HUMAN VISUAL PATHWAY — PREMIUM REBUILD



V03 · Figure_2_1_Premium_Rebuild.png

TEACHING OPTION

Use the image to distinguish incoming sensory information from the brain's later interpretation.

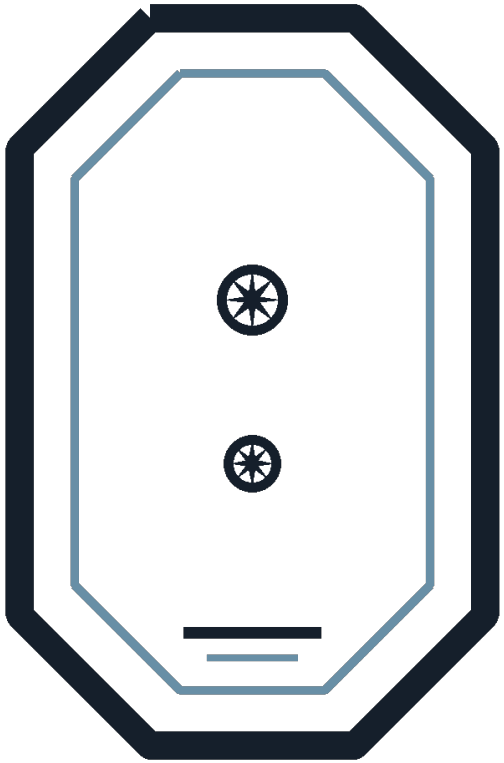
Discuss: Which details belong to the visual pathway, and where can uncertainty enter before a witness reports an object?

ARCHIVE AND UPSCALE USE

Alternate technical-figure rebuild retained for comparison and possible future revision.

High-value comparison candidate for a future technical-diagram rebuild.

OBSERVATION APERTURE INSIGNIA



S01 · starship_science_revision_v1/Before_You_Call_It_Alien_Observation_Aperture_Insignia.png

TEACHING OPTION	ARCHIVE AND UPSCALE USE
Use the insignia to identify the project consistently across teaching materials and future illustration revisions. **Discuss:** Is the mark readable, proportionate, and consistently placed without competing with instructional content?	Project-owned brand artwork; not a book teaching scene. **Production reference — preserve transparency and rebuild as vector if enlarged extensively.**

RECOVERED TEACHING PLATES

Ten recovered teaching plates remain after the requested page removals. Each source is preserved without changing its visible content and is displayed on pages 54–63.

ID	RECOVERED PLATE	TEACHING OPTION / REVIEW NOTE	PAGE
R01	Figure 2.2 — Motion Parallax	Demonstrate why nearby reference points shift more than distant ones when the observer moves. *Use for field practice on observer motion, apparent motion, and distance cues.*	54
R03	Figure 5.2 — Detection of UAPs: Putting It All Together	Explain the full detection chain from physical interaction through sensor capture, processing, and evaluation. *Useful as a systems overview before learners examine individual sensor limitations.*	55
R05	Figure 7.1 — From Sighting to Evidence File	Walk readers from immediate notes through preservation, corroboration, analysis, and responsible sharing. *Use as an investigation workflow and evidence-file checklist.*	56
R06	Figure 7.3 — Capturing High-Quality UAP Evidence	Teach preparation, exposure, reference points, metadata, night capture, video, and original-file preservation. *Best used as a practical field-reference plate or pre-observation briefing.*	57
R07	Figure 7.4 — Witness Testimony: Getting the Best Account	Practice open questions, event timelines, uncertainty statements, sketches, and careful interview closure. *Use for facilitator-led role play and witness-interview debriefs.*	58

Curated accounting: R02 and R04 were removed; R01, R03, and R05–R12 remain.

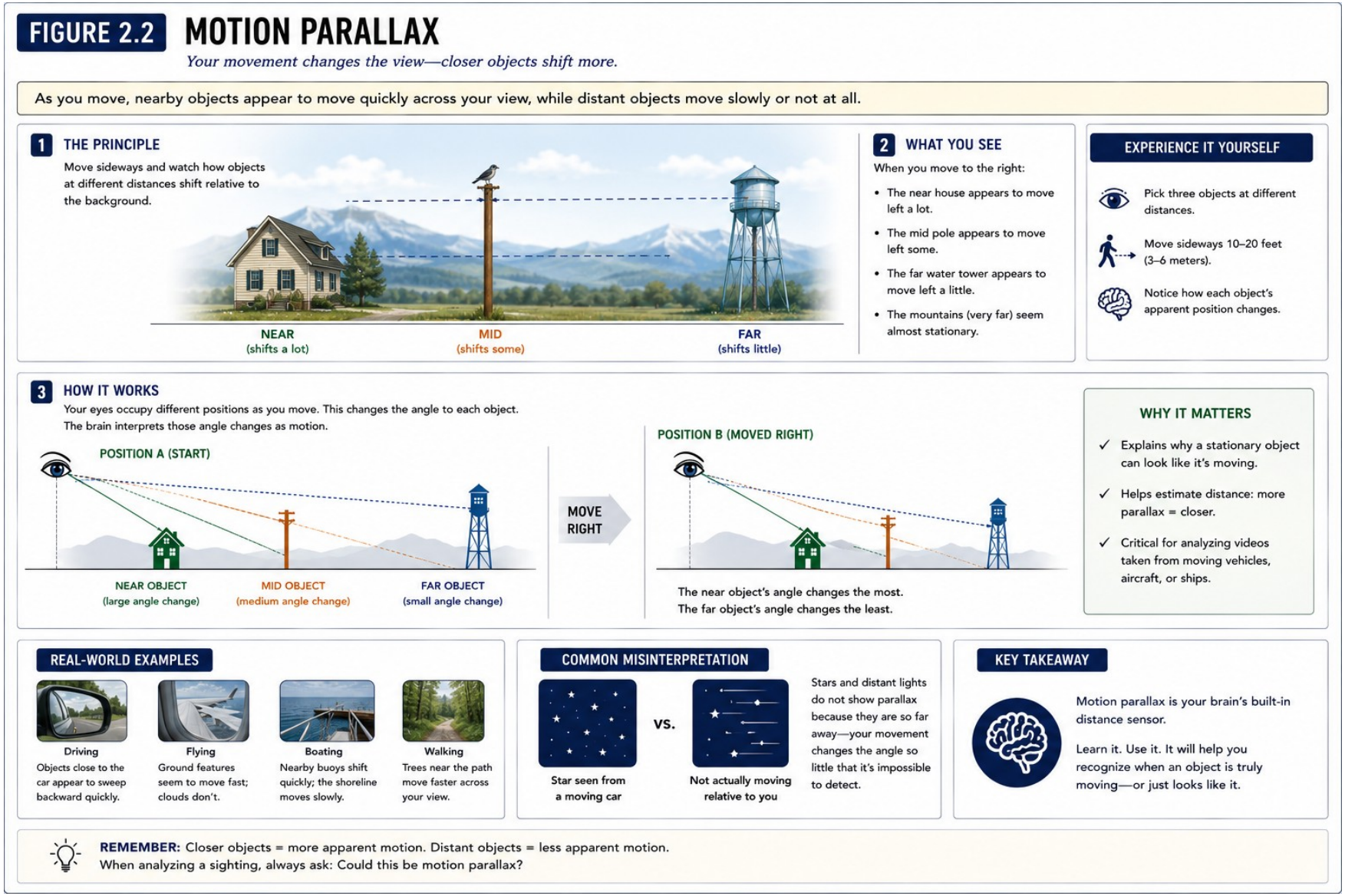
RECOVERED TEACHING PLATES · CONTINUED

Duplicate visible numbering among the retained Figure 8.1 and Figure 8.2 plates remains flagged for editorial reconciliation before publication.

ID	RECOVERED PLATE	TEACHING OPTION / REVIEW NOTE	PAGE
R08	Figure 8.1 — Analyzing a Sighting: From Facts to Evidence	Organize observations, test alternatives, check consistency, and match conclusions to evidence quality. *Catalog note: another recovered plate also carries Figure 8.1; reconcile numbering before publication.*	59
R09	Figure 8.1 — Estimating Distance and Altitude	Introduce angular size, trigonometric height, reference-object comparison, and parallax checks. *Catalog note: another recovered plate also carries Figure 8.1; reconcile numbering before publication.*	60
R10	Figure 8.2 — Bayesian Reasoning and Evidence Scoring	Model belief updating while keeping evidence strength, rarity, uncertainty, and score limits visible. *Catalog note: another recovered plate also carries Figure 8.2; reconcile numbering before publication.*	61
R11	Figure 8.2 — Sensor and Camera Basics	Compare sensor bands, camera exposure, artifacts, metadata, and the limits of recorded data. *Catalog note: another recovered plate also carries Figure 8.2; reconcile numbering before publication.*	62
R12	Figure 11.4 — Evidence Pyramid: Stronger Evidence, Higher Trust	Discuss how independent sources, sensor corroboration, consistency, and documentation build confidence. *Use as a synthesis and scoring-discussion plate, not as proof of any particular origin.*	63

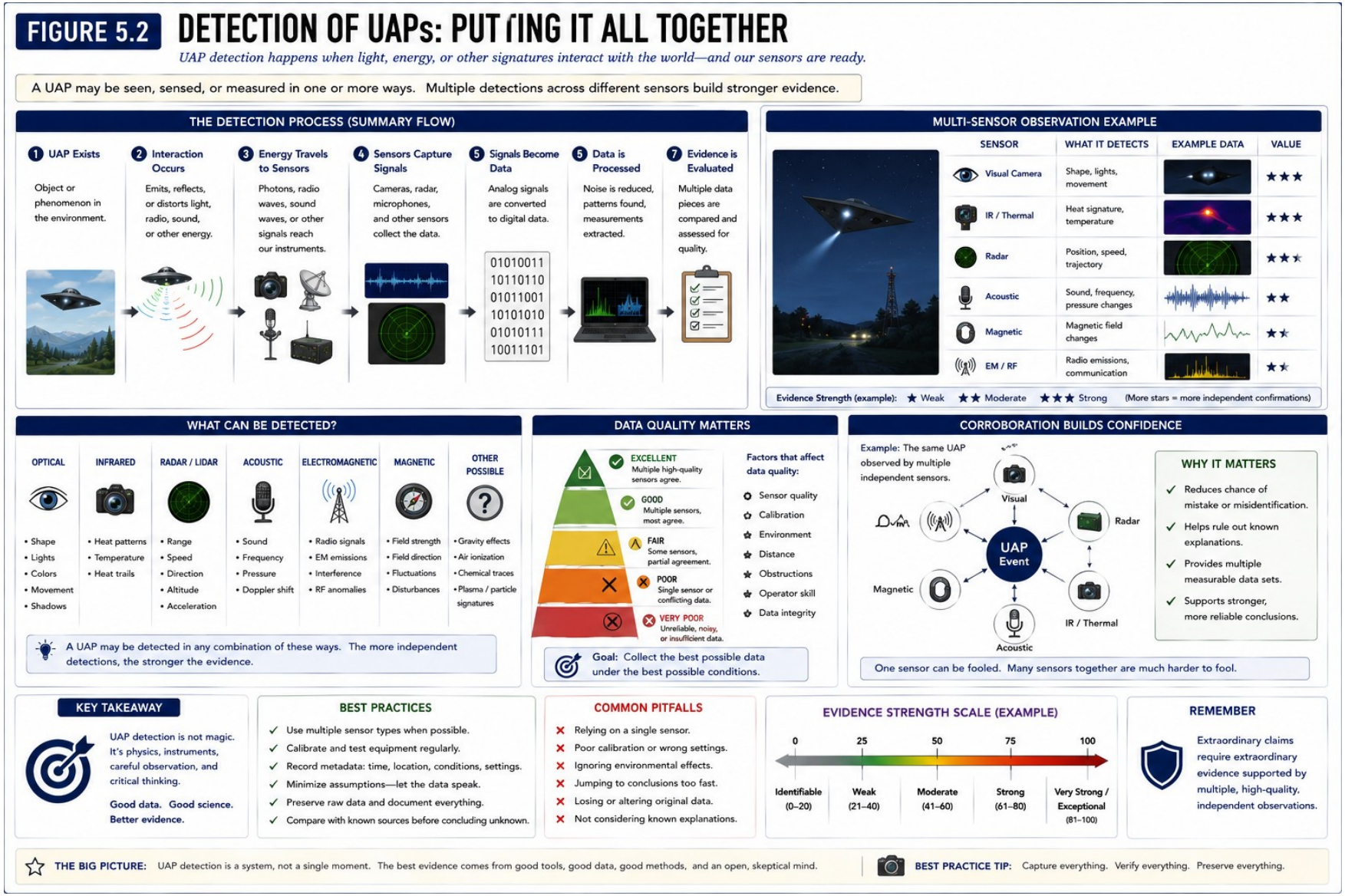
Curated accounting: R02 and R04 were removed; R01, R03, and R05–R12 remain.

FIGURE 2.2 — MOTION PARALLAX



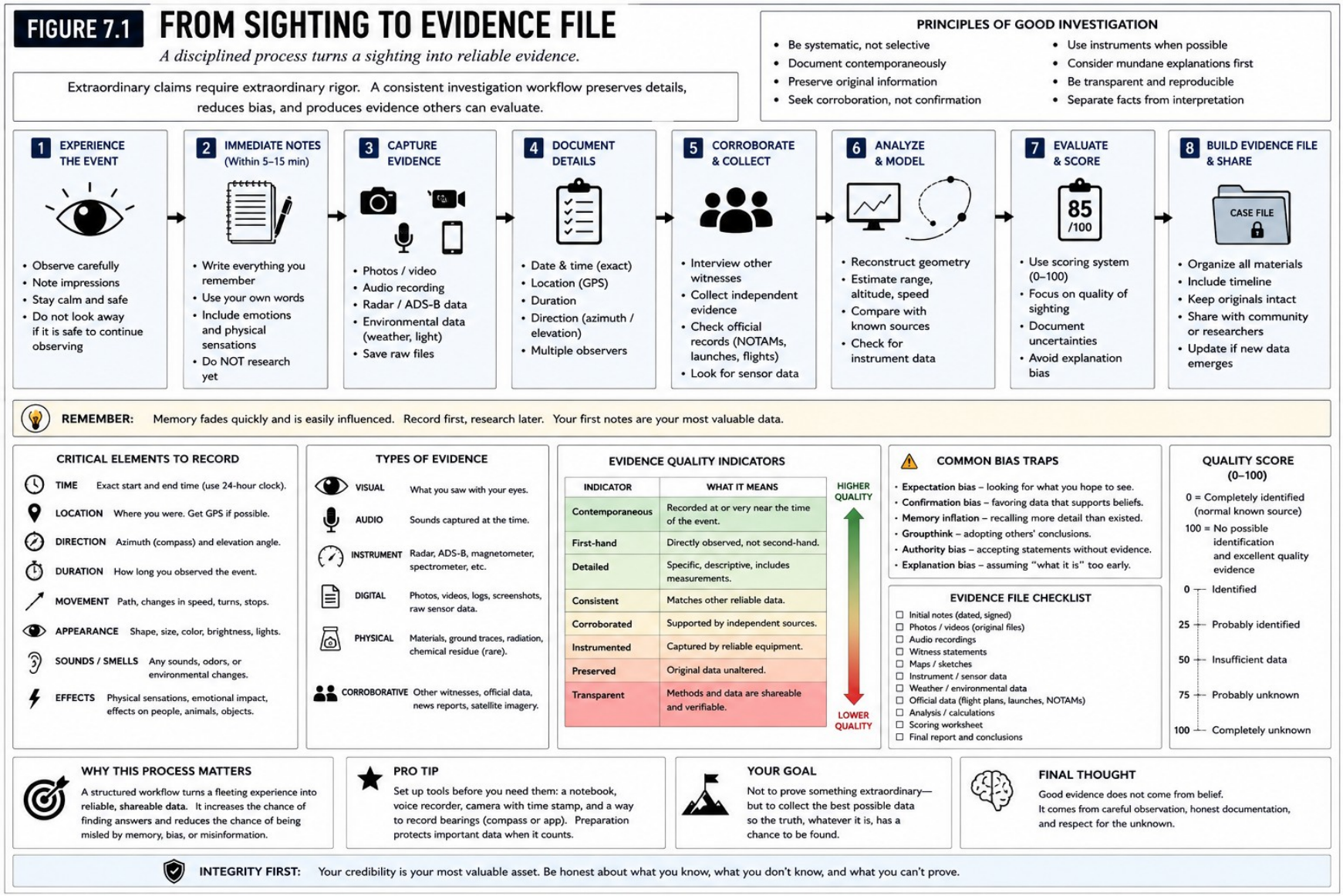
R01 · ChatGPT Image Aug 10, 2026, 09_20_15 AM.png · 1536 × 1024 px

FIGURE 5.2 — DETECTION OF UAPS: PUTTING IT ALL TOGETHER



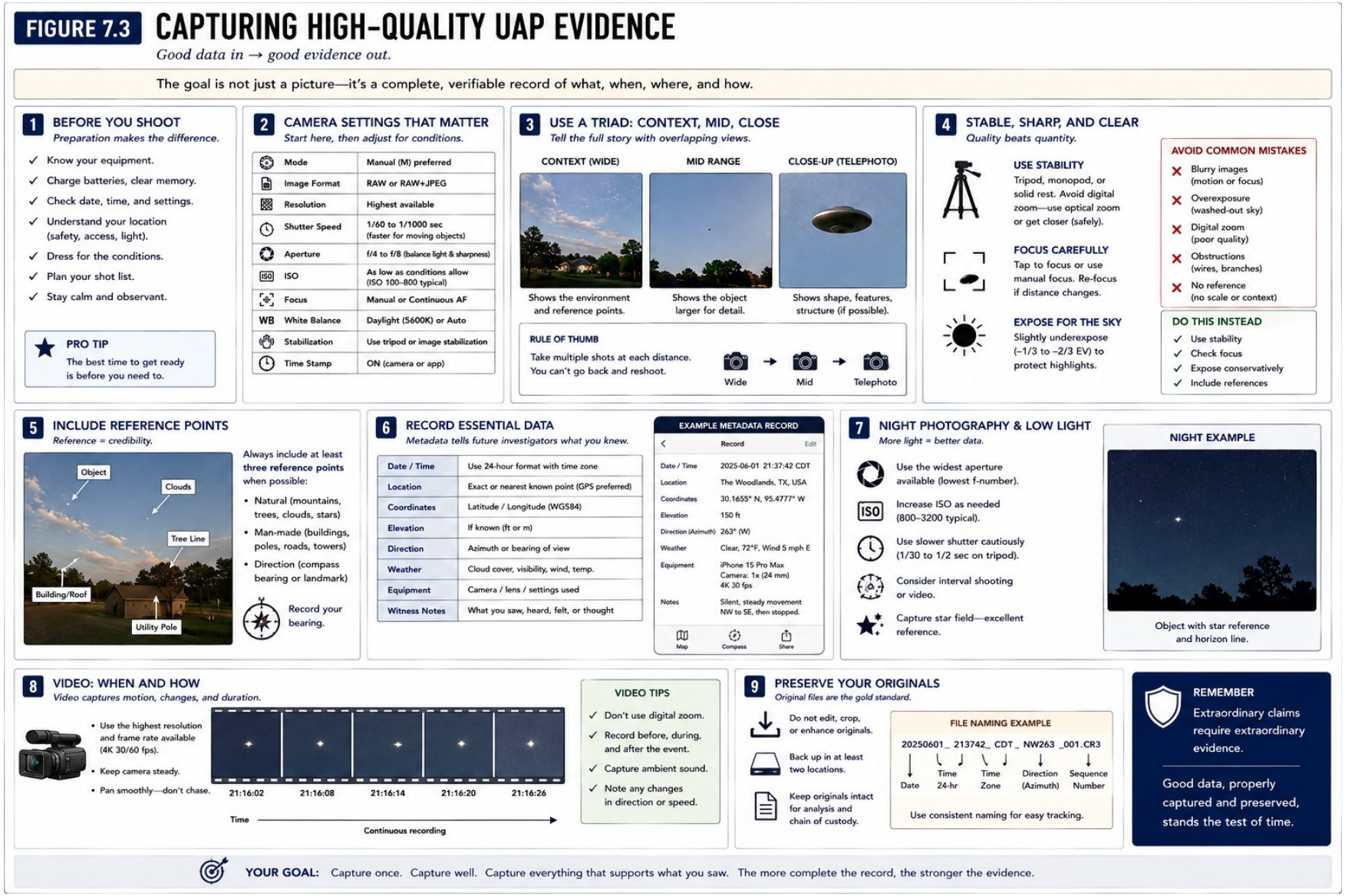
R03 · ChatGPT Image Aug 10, 2026, 10_03_51 AM.png · 1536 × 1024 px

FIGURE 7.1 — FROM SIGHTING TO EVIDENCE FILE



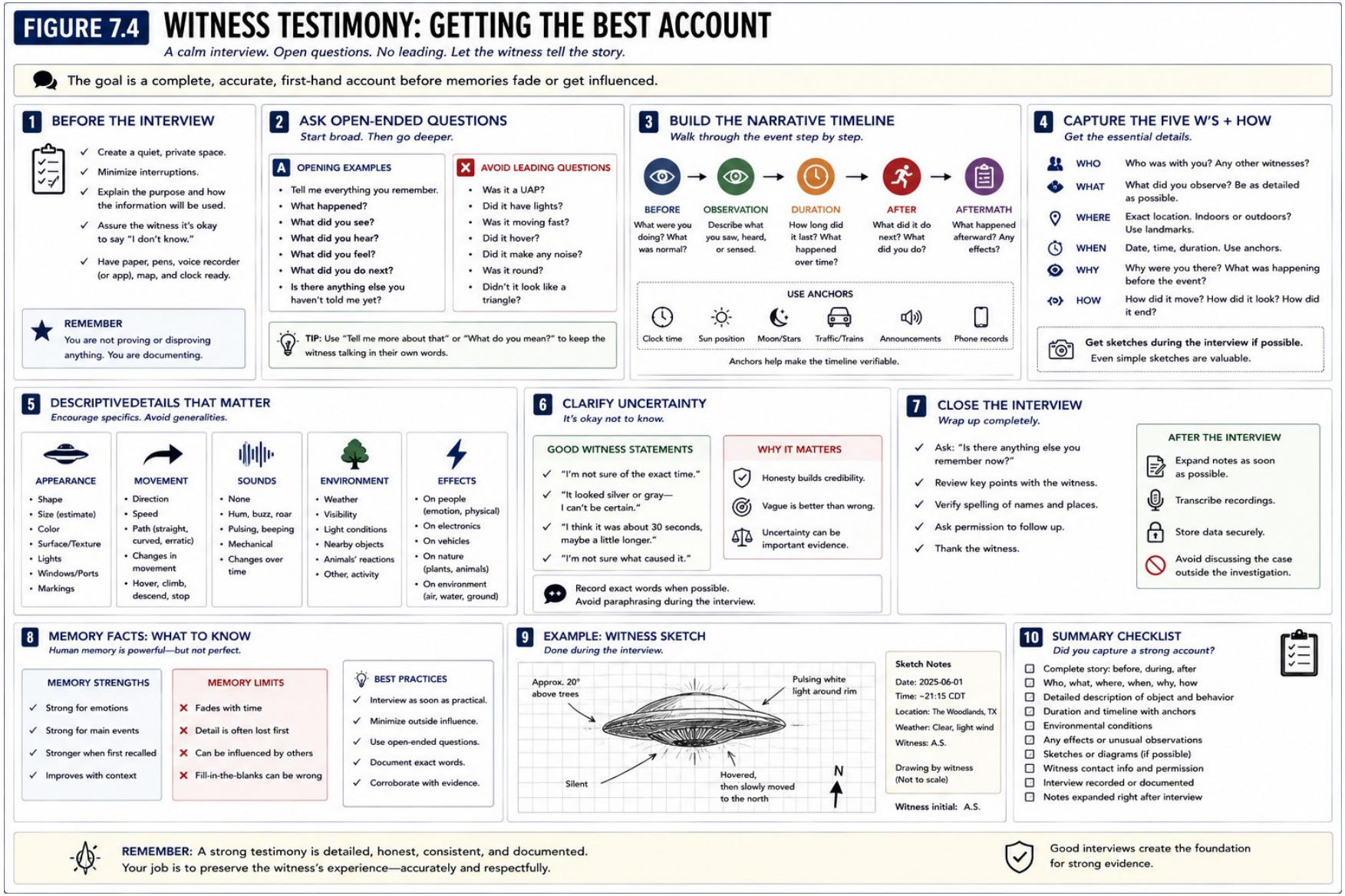
R05 · ChatGPT Image Aug 10, 2026, 08_23_20 AM.png · 1536 × 1024 px

FIGURE 7.3 — CAPTURING HIGH-QUALITY UAP EVIDENCE



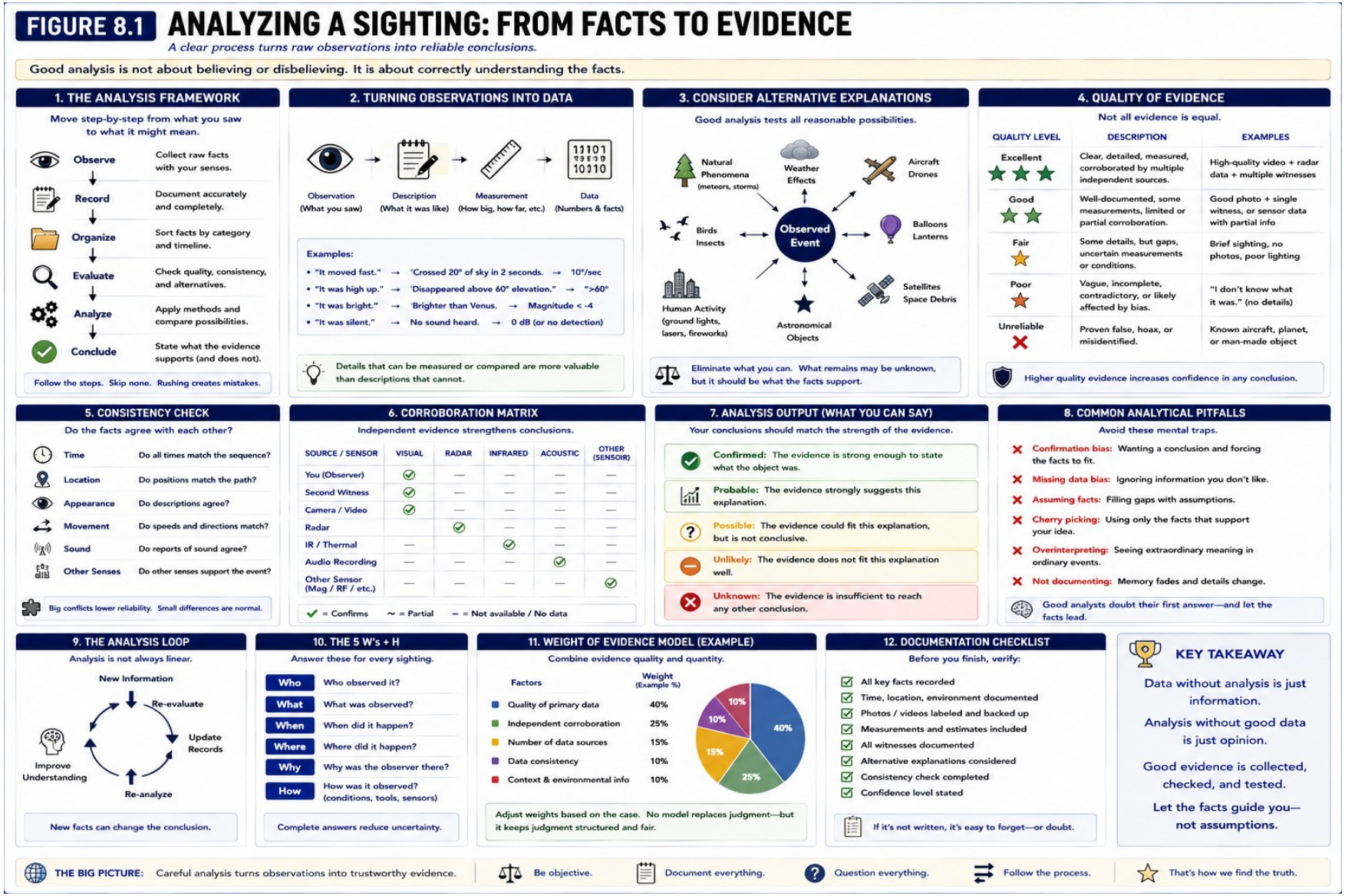
R06 · ChatGPT Image Aug 10, 2026, 08_45_16 AM.png · 1536 × 1024 px

FIGURE 7.4 — WITNESS TESTIMONY: GETTING THE BEST ACCOUNT



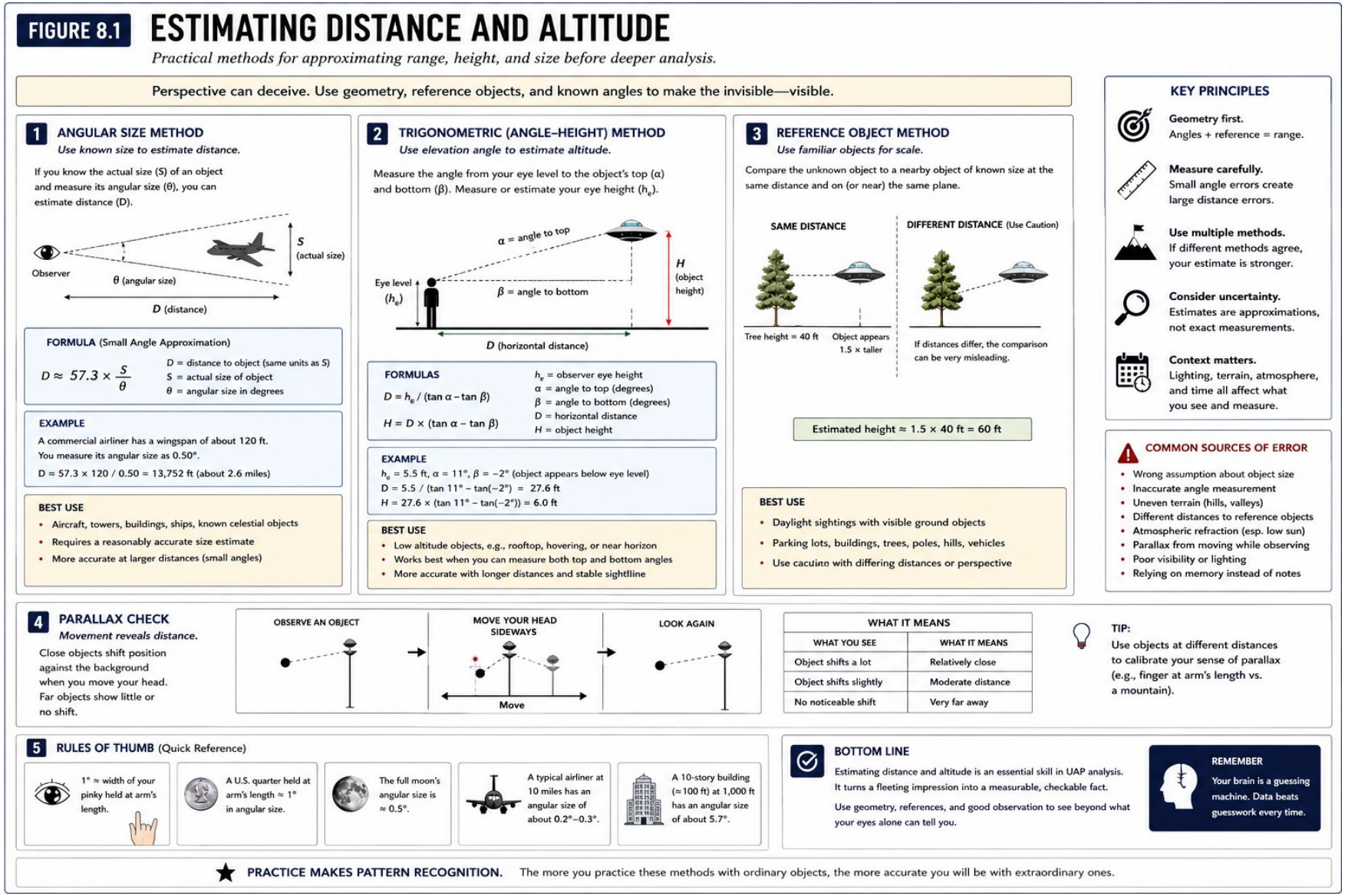
R07 · ChatGPT Image Aug 10, 2026, 08_51_38 AM (1).png · 1536 × 1024 px

FIGURE 8.1 — ANALYZING A SIGHTING: FROM FACTS TO EVIDENCE



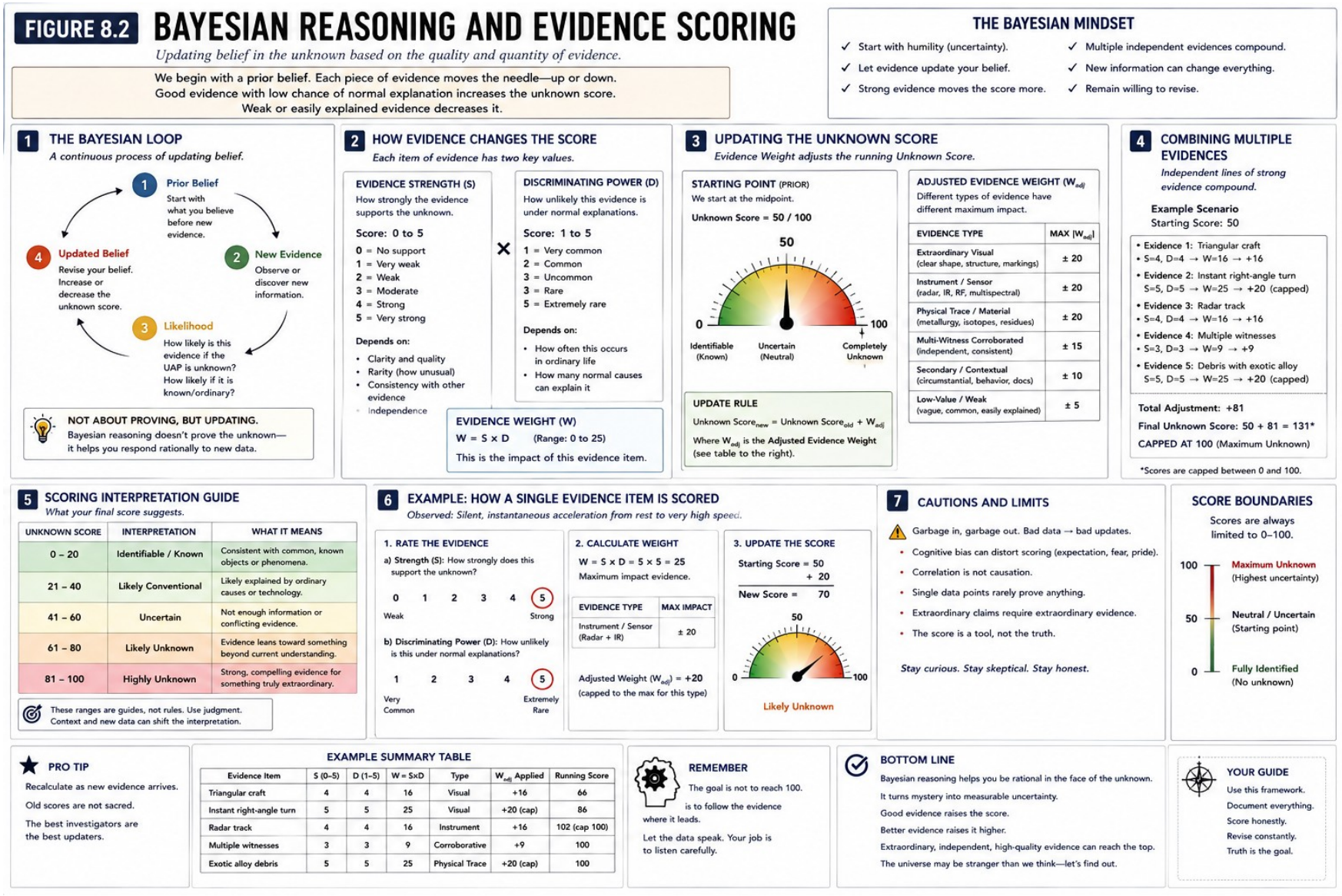
R08 · ChatGPT Image Aug 10, 2026, 10_19_43 AM.png · 1536 × 1024 px

FIGURE 8.1 — ESTIMATING DISTANCE AND ALTITUDE



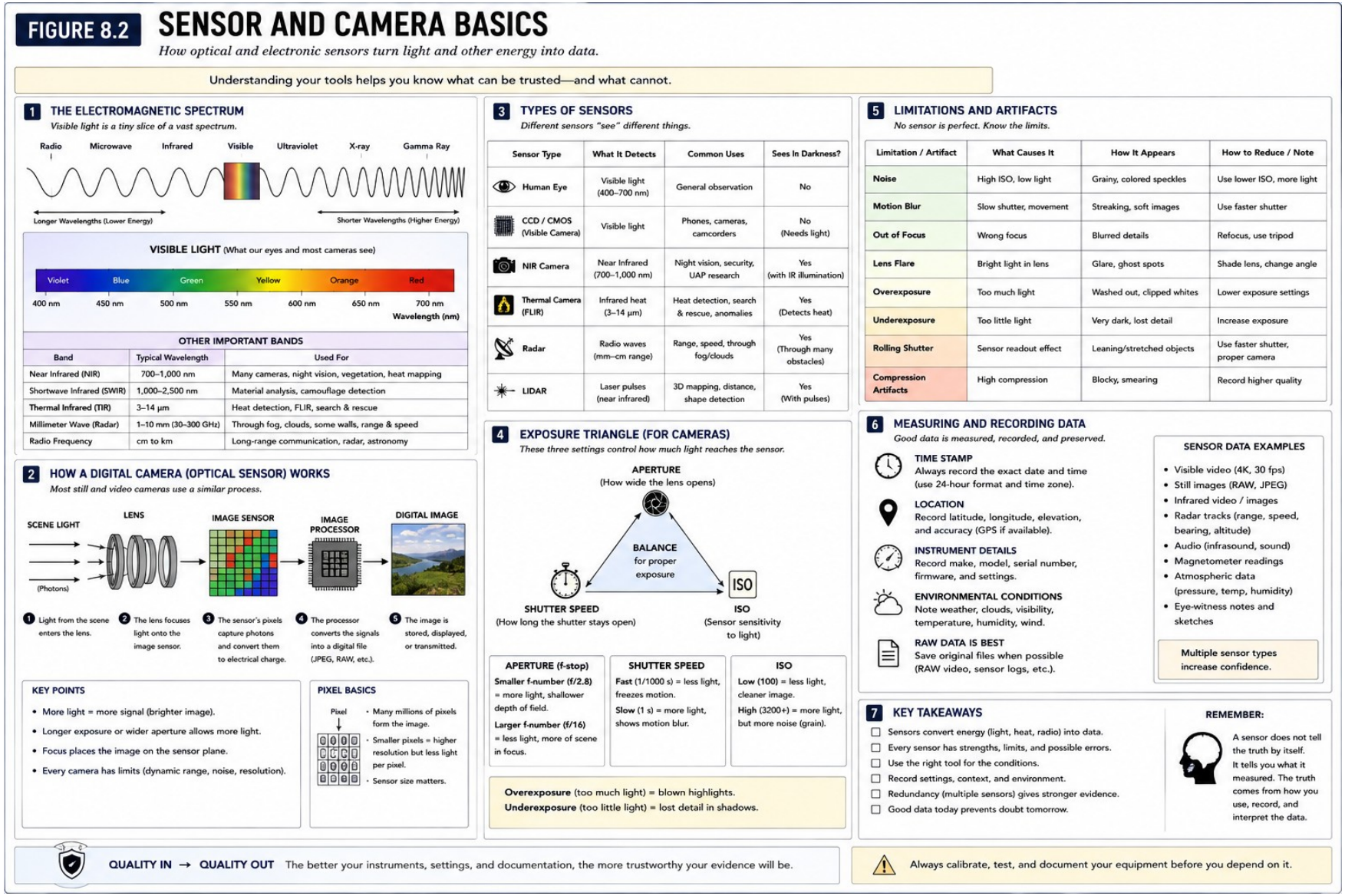
R09 · ChatGPT Image Aug 10, 2026, 08_28_29 AM.png · 1536 × 1024 px

FIGURE 8.2 — BAYESIAN REASONING AND EVIDENCE SCORING



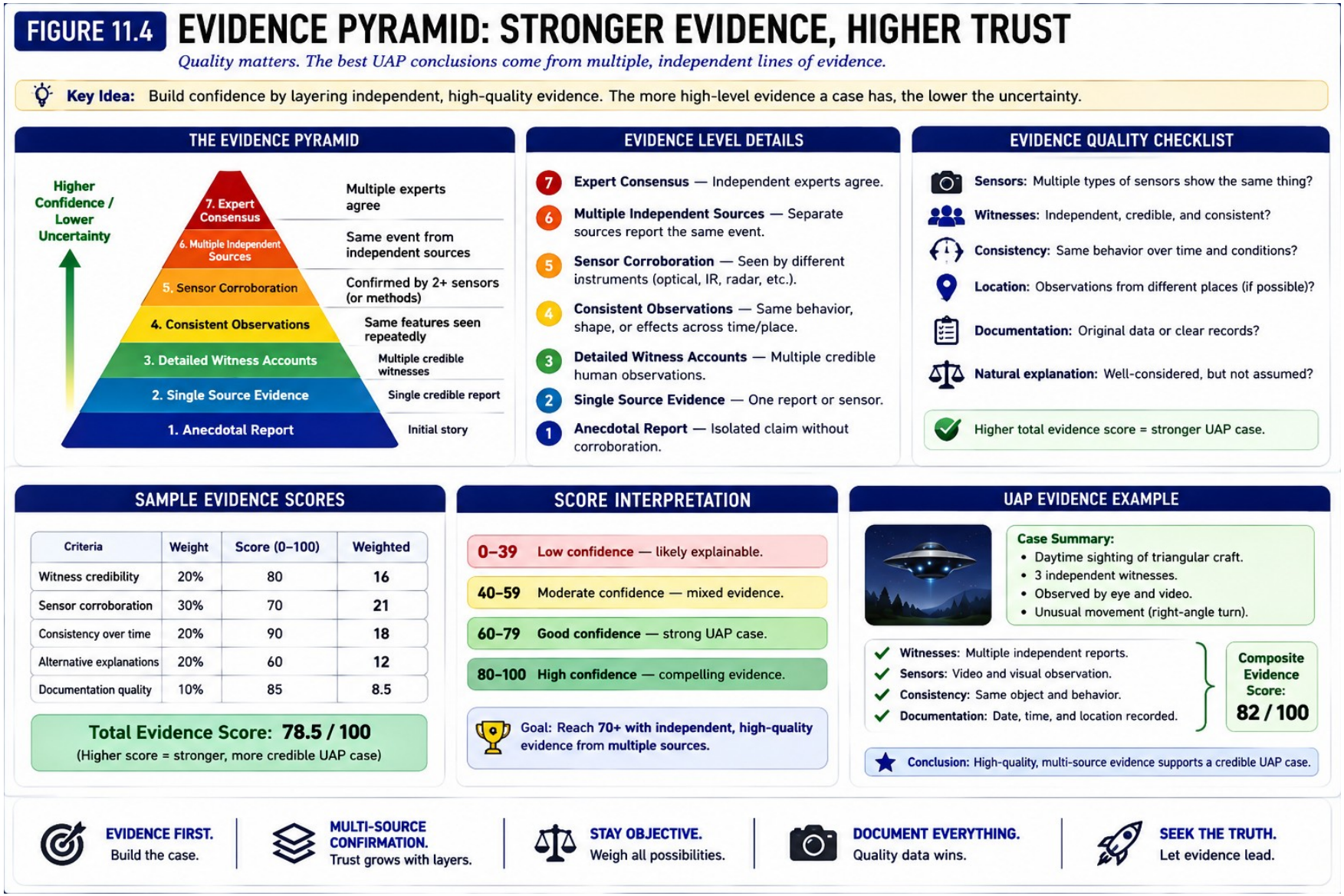
R10 · ChatGPT Image Aug 10, 2026, 08_36_06 AM.png · 1536 × 1024 px

FIGURE 8.2 — SENSOR AND CAMERA BASICS



R11 · ChatGPT Image Aug 10, 2026, 08_39_40 AM.png · 1536 × 1024 px

FIGURE 11.4 — EVIDENCE PYRAMID: STRONGER EVIDENCE, HIGHER TRUST



R12 · ChatGPT Image Aug 10, 2026, 10_38_58 AM.png · 1536 × 1024 px