

KYOTO

GRAPHIE

international

photography festival

# EDUCATION KIT 2016

# KYOTOGRAPHIE International Photography Festival

## About KYOTOGRAPHIE

KYOTOGRAPHIE, one of the few truly international art events in Japan, has been held each spring in the ancient city of Kyoto since 2013. While honoring the city's millennium of history and tradition, we simultaneously view Kyoto as a leading light of international culture. The exhibits, presented outside a traditional gallery format, work in harmony with the spaces in which they are shown. Some shows feature the work of traditional artisans, while others highlight forays into the most modern technology. Every year, the festival's reputation grows stronger, with about 157,000 guests to date. KYOTOGRAPHIE 2016, the fourth edition, will feature 14 exhibits in 15 venues, with dozens of artists participating. There will be many related events, illustrating the depth, breadth and richness of photography from a variety of angles.

## KYOTOGRAPHIE 2016 theme: Circle of Life

A Circle is the ultimate system, the perfect emblem. Tracing the birth, life and death of all nature's creations Everything connects; intersecting, expanding, creating powerful patterns, showing us the fragility and beauty of our existence. Through these exhibitions we invite everyone to imagine their own role in this great "Circle of Life."

KYOTOGRAPHIE Founders & Co-Executive Directors Lucille Reyboz & Yusuke Nakanishi



Kate Barry

# How to Use This Kit:

The Kit serves as a model in support of teachers and students preparing to visit KYOTOGRAPHIE. The questions are intended as general guides into the subject. They are drawn from source material that permits continuing research and aides a deeper examination of the exhibition.

The questions are targeted to the research skills of International Baccalaureate students at the 9th and 10th grade levels. The goal of the package is to encourage general understanding while guiding critical thinking. In addition, teachers are encouraged to design and share their own Kits.

## Using this Kit

Our intent is to offer a set of questions, resources and enhancements that will provide support for classroom teachers exposing students to new and unique primary source material in an arts venue. The material in this kit draws from the following subjects and disciplines:

Arts  
Geography  
Environmental Health  
Environmental Education  
Science  
Biology  
Oceanography

## Teaching Methods

Research/Collecting Readings  
Discussions  
Exhibition Curation

Teachers may begin by reviewing the questions and the resource files that follow. Answers to all of the questions are to be found in the resource files. The process of guiding the students through the material may be led by listed Key Concepts or through the subjects and disciplines outlines.

Regarding the photo collections (primary source material), classroom teachers should contact Education Specialists at KYOTOGRAPHIE and arrange for guided tours. These specialists will provide detailed information and insight into the collections, the photographers methods and a history of the photographic thought behind the work. Also, they can provide understanding for questions about how the collection was put together.

[www.kyotographie.jp/en/](http://www.kyotographie.jp/en/)

**Public Program and Education Director:** Lauren Hadler / [lauren.hadler@kyotographie.jp](mailto:lauren.hadler@kyotographie.jp)

# EXILE: 1945 to Today

## By Magnum Photographers

The exhibition EXILE, eschews any form of historical, chronological or geographical order. The aim is to visualize the sheer number of international conflicts which have occurred since the Second World War, and the resultant masses of exiles and refugees. Similar in their fate, interchangeable in their columns, the refugees progress towards an uncertain future, uprooted, homeless, unwanted.

# EXILE: 1945 to Today By Magnum Photographers

“Land makes people into what they are. Of that I am sure. If they lose it, they forfeit their solvency and a little bit of their souls, which they will spend the rest of their lives trying to regain.” This extract is from Larry Towell’s book *The World from my Front Porch* (2008). Like many of his Magnum colleagues, on his field trips he too met and photographed people who had lost their home and their homeland. People who, for political or economic reasons, were obliged to leave their country, were forced into exile by war or natural disasters, and who possessed only the little they could carry. Some sought asylum in the West, others ended up in refugee camps or tried in vain to return to their own countries. The exhibition EXILE, eschews any form of historical, chronological or geographical order. The aim is to visualize the sheer number of international conflicts that have occurred since the Second World War, and the resultant masses of exiles and refugees. Similar in their fate, interchangeable in their columns, the refugees progress towards an uncertain future, uprooted, homeless, unwanted.

The world’s most prestigious photographic agency was founded in 1947 by four famous photographers: Henri Cartier-Bresson (France), Robert Capa (Hungary), George Rodger (Britain) and David ‘Chim’ Seymour (Polish-American). Magnum counts among its history-making photographers Elliott Erwitt, Josef Koudelka, Steve McCurry, and Martin Parr.

KYOTOGRAPHIE presents an interactive exhibition visitors may pick up and change positions of the photographs, presented as moveable objects.

## This exhibition presents photographs by:

Abbas, Christopher Anderson, Bruno Barbey, Werner Bischof, Robert Capa, Thomas Dworzak, Nikos Economopoulos, Stuart Franklin, Leonard Freed, Paul Fusco, Cristina García Rodero, Jean Gaumy, Bruce Gilden, Philip Jones Griffiths, Hiroji Kubota, Alex Majoli, Susan Meiselas, Paolo Pellegrin, Eli Reed, Moises Saman, Jérôme Sessini, Chris Steele-Perkins, Kryn Taconis, John Vink, and Patrick Zachmann.



Chris Steele-Perkins, Refugees in the desert. The Sha-alaa One camp, is the worst camp. They have orderly food lines with thousands of refugees waiting calmly for food distribution from the “Charitas” charity organization. Jordan, 1990



Paolo Pellegrin, Volunteers help refugees come ashore near the village of Skala Sikamineas, after travelling on an inflatable raft from Turkey. Lesbos, Greece, August 2015

# EXILE: 1945 to Today

## By Magnum Photographers

### Learning Objectives

Appreciate the immensity of the world's current refugee crisis. Describe the general living condition that refugees face in Europe and Africa. Explain the Schengen Area and what is at stake in the current crisis. Create a product that demonstrates an understanding of the issues under discussion (see Assessments).

### Key Concepts and Questions

While exploring this exhibition, students should recognize that this is a unique collection. It is compiled from the work of some of the greatest photographers of an era. Try to view the work not simply as documentation, but as insight.

### Places and Numbers: Gaining Perspective

At no time since WW2 has the world seen such rapid growth of refugee populations. Understanding the nature and context of the current crisis is essential to protecting the future and recovering peace.

What are the principal causes for the growth of refugee and displaced populations over the past 70 years?

List 5 Major Conflict Zones on the planet today.

List 5 Major Environmental impact zones driving Population Displacement globally.

Identify the current best estimates on number of refugees and forcibly displaced persons due to conflict and disaster.

What was the World Wide total of refugees in 2014?

What was the World Wide total of Displaced persons in 2014?

What nation currently shelters the largest population of refugees?

What nation is currently the largest source of refugees today?

Resources:

[www.cfr.org/global/global-conflict-tracker/p32137#!/](http://www.cfr.org/global/global-conflict-tracker/p32137#!/)

[www.unhcr.org.uk/about-us/key-facts-and-figures.html](http://www.unhcr.org.uk/about-us/key-facts-and-figures.html)

[displacementsolutions.org/ds-initiatives/climate-change-and-displacement-initiative/](http://displacementsolutions.org/ds-initiatives/climate-change-and-displacement-initiative/)

[www.unhcr.org/558193896.html](http://www.unhcr.org/558193896.html)

## Charting the Human and Legal Crisis in Europe

What are the laws that govern the rights of refugees?

What is the Right to Asylum?

What are the Principal Responsibilities of States Hosting and or Accepting Refugees under international treaty and law?

What is the Schengen Area?

Why is Schengen important in the current crisis?

## The Stress of Life

What are the emotional challenges faced by refugees and displaced families?

How are international agencies and governments organising to meet these challenges?

How do we create effective refugee resettlement programs?

### Assessment:

Create a map or graphic locating 5 Major conflict zones and identify the important ethnic populations escaping from the conflict.

Map a refugee route through the Schengen Area.

Create a graphic that outlines an effective resettlement program?

### A special reading:

The stories of massive waves of migration and escape are profoundly moving.

However these stories sometimes overshadow more intimate and equally compelling tales. There are some small stories that reveal the richness of silence and the passing time in the memory of refugees.

Explore, “Winter in the Abruzzi” by Natalia Ginzburg

[www.nybooks.com/articles/2002/05/23/winter-in-the-abruzzo/](http://www.nybooks.com/articles/2002/05/23/winter-in-the-abruzzo/)

### Resources:

Migration to Europe explained in seven charts

[www.bbc.com/news/world-europe-34131911](http://www.bbc.com/news/world-europe-34131911)

[www.ijrcenter.org/ihr-reading-room/overview-of-the-human-rights-framework/](http://www.ijrcenter.org/ihr-reading-room/overview-of-the-human-rights-framework/)

[www.ijrcenter.org/refugee-law/](http://www.ijrcenter.org/refugee-law/)

[epthinktank.eu/2015/10/27/refugee-status-under-international-law/](http://epthinktank.eu/2015/10/27/refugee-status-under-international-law/)

[ec.europa.eu/dgs/home-affairs/what-we-do/policies/borders-and-visas/schengen/index\\_en.htm](http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/borders-and-visas/schengen/index_en.htm)

[epthinktank.eu/2016/03/16/integrating-migrants-and-their-children-through-education/](http://epthinktank.eu/2016/03/16/integrating-migrants-and-their-children-through-education/)

[www.dw.com/en/the-emotional-wounds-of-refugee-children/a-18829030](http://www.dw.com/en/the-emotional-wounds-of-refugee-children/a-18829030)

[www.unhcr.org/3d464db54.html](http://www.unhcr.org/3d464db54.html)

### Enrichment:

The Basis of modern Refugee Rights and Protections

[www.unhcr.org/pages/49da0e466.html](http://www.unhcr.org/pages/49da0e466.html)

[www.fmreview.org/sites/fmr/files/FMRdownloads/en/FMRpdfs/FMR31/FMR31.pdf](http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/FMRpdfs/FMR31/FMR31.pdf)



# **Chris Jordan + Jurgen Lehl**

## **Midway: Message from the Gyre**

The photographs in this exhibit are part of a documentary project set on Midway Atoll, in the central Pacific, telling the story of trash that is killing birds, destroying wildlife and the ecosystem, an indictment of contemporary civilization. The photographer, Chris Jordan, is making a new and powerful statement critical of our consumer society. The exhibition include an installation of lamps fabricated with messages by designer Jurgen Lehl, from plastic trash found on the beach on Ishigaki Island, where he spent the last part of his life.



# Midway: message from the gyre

Located in the middle of the Pacific Ocean, Midway Island lies 3200km from the nearest land mass, yet it is the site of an ongoing environmental tragedy: thousands of dead baby albatrosses lie dead on the ground, their stomachs filled with plastic. Chris Jordan draws attention to this environmental maelstrom with images of dead albatross chicks whose corpses divulge PET-bottle caps mistakenly fed to them by their parents. It's not just that plastic waste is killing these seabirds, but symptomatic, even symbolic of the state of modern civilization itself. This exhibition of recent works by Jordan is accompanied by pilot screenings of the Midway documentary film he made at the same time as the photographs.

Jordan's works are further complemented by an installation of lamps made by Jürgen Lehl using beach finds from his daily walks on Ishigaki Island. At first appalled, then inspired to encounter more plastic than shells or coral, Lehl began to create beauty and utility from ugliness almost in rebellion against his usual naturalist impulses. On display at the Kondaya Genbei Kurogura, a traditional kura storehouse not usually open to the public.

## Chris Jordan (America)

Photographic artist Chris Jordan, born 1963 in San Francisco, creates bold tableaux to illuminate and question contemporary mass culture. His *Intolerable Beauty: Portraits of American Mass Consumption* (2003-2005) focused on the detritus of consumer society; while his *Running the Numbers: An American Self-Portrait* (2006) claimed worldwide attention for its pointed material visualizations of alarming but otherwise abstract statistics. He received the 2010 Ansel Adams Award for Excellence in Conservation Photography.

## Jürgen Lehl (Germany)

Fashion designer Jürgen Lehl, born in Poland in 1944, lived over forty years in Japan until his untimely death in 2014. Having worked as a textile designer in Paris and New York before arriving in Japan in 1971, he established his own Jürgen Lehl brand the following year, and in 2006 he established Babaghuri, an alternative brand featuring clothing, bed linens, dishes and furniture reflecting his love of natural materials and artisanal handicrafts. A pioneer in environmental awareness, Lehl began farming in the late-1990s at his waterfront home on Okinawa's Ishigaki Island, where he spent a third of each year and eventually met with an automobile accident. A year after his death, the Museum of Contemporary Art Tokyo exhibition *Whose Place is This?* presented a number of his lamps to considerable acclaim.



Chris Jordan, CF000668 Unaltered stomach contents of a Laysan albatross fledgling, Midway Island, 2009 (from the series *Midway: Message from the Gyre*).



Chris Jordan, CF000668 Unaltered stomach contents of a Laysan albatross fledgling, Midway Island, 2009 (from the series *Midway: Message from the Gyre*).



Chris Jordan, CF000668 Unaltered stomach contents of a Laysan albatross fledgling, Midway Island, 2009 (from the series *Midway: Message from the Gyre*).

# Chris Jordan + Jurgen Lehl

## Midway: Message from the Gyre

### Learning Objectives

Appreciate the scale of the plastic pollution facing the world's oceans . Describe the impact this pollution is having on the health of the ocean and the island life in them  
Explain why healthy oceans are important. Describe how humans can influence ocean health. Describe the various cleanup efforts being made.  
Create a product that demonstrates and understanding of the issues under discussion (see Assessments).

### Key Concepts and Questions

Begin preparing for your visit by asking students to research and identify the fundamental elements of the Midway Islands Habitat, patterns of wind, ocean circulation patterns, types of habitat and bio-diversity. After establishing some general elements, then turn to discussing specific features.

#### The Ocean Gyres

Identify the world's 5 major gyres.

What are the forces that contribute to the formation of the gyre?

What are the mechanics of the ocean gyre?

What is the energy source that keeps them moving?

#### Resources:

[education.nationalgeographic.org/encyclopedia/ocean-gyre/](http://education.nationalgeographic.org/encyclopedia/ocean-gyre/)  
[oceanservice.noaa.gov/education/kits/currents/05currents3.html](http://oceanservice.noaa.gov/education/kits/currents/05currents3.html)  
[www.5gyres.org/](http://www.5gyres.org/)

### The Habitats of Midway Islands (KEY)

What are the diversity of habitats and the species living in the area (Include, in this description, Birds, Mammals, Reptiles, Marine life and Plants)?

Describe the threats to the habitats.

What efforts are underway to restore them?

#### Resources:

[www.fws.gov/refuge/Midway\\_Atoll/wildlife\\_and\\_habitat/](http://www.fws.gov/refuge/Midway_Atoll/wildlife_and_habitat/)  
[www.fws.gov/refuge/Midway\\_Atoll/techlinenews.com/articles/2013/3/13/successful-habitat-restoration-at-eastern-island-midway-atoll-national-wildlife-refuge-us-fish-and-wildlife-service-verbesina-eradication-project](http://www.fws.gov/refuge/Midway_Atoll/techlinenews.com/articles/2013/3/13/successful-habitat-restoration-at-eastern-island-midway-atoll-national-wildlife-refuge-us-fish-and-wildlife-service-verbesina-eradication-project)

## A Natural History of Plastic

How does plastic enter the system?

What is the volume, distribution and character of that plastic?

What is the lifespan of the plastic once in the system?

Resources:

[ocean.si.edu/ocean-news/ocean-trash-plaguing-our-sea](http://ocean.si.edu/ocean-news/ocean-trash-plaguing-our-sea)

[marinedebris.noaa.gov/](http://marinedebris.noaa.gov/)

[ocean.si.edu/ocean-news/fighting-plastic-every-angle](http://ocean.si.edu/ocean-news/fighting-plastic-every-angle)

## Innovations in the Effort of Cleaning the Oceans

A leading innovation in ocean cleaning technology has been developed by 19-year-old Boyan Slat.

Study the site:

[www.theoceancleanup.com/](http://www.theoceancleanup.com/)

Enrichments:

Video: [vimeo.com/131833297](https://vimeo.com/131833297)

## Assessments (choose one):

The Gyre Coloring Book

A Student Designed Cleanup Project

Graphing vertical distribution and density of plastic in the gyre

Select 3 images from the collection and identify the compositional strategy of the picture. Identify at least five types of debris found in the scene.

Develop a natural history for the scene.

Readings:

[www.theoceancleanup.com/fileadmin/media-archive/theoceancleanup/press/downloads/TOC\\_Feasibility\\_study\\_lowres.pdf](http://www.theoceancleanup.com/fileadmin/media-archive/theoceancleanup/press/downloads/TOC_Feasibility_study_lowres.pdf)

[act.oceanconservancy.org/images/2010ICCRptRelease\\_pressPhotos/2010\\_ICC\\_Report.pdf](http://act.oceanconservancy.org/images/2010ICCRptRelease_pressPhotos/2010_ICC_Report.pdf)

[ocean.si.edu/blog/plastisphere-new-marine-ecosystem](http://ocean.si.edu/blog/plastisphere-new-marine-ecosystem)

**Christian Sardet: images**

**Shiro Takatani: installation**

**Ryuichi Sakamoto: sound**

**PLANKTON:**

**A Drifting World at the Origin of Life**

**supported by BMW**

Christian Sardet from France, captures the beauty and diversity of live planktonic organisms using macro and micro- photography including new images taken with the Macronauts last fall in Shimoda, Japan. Shiro Takatani, one of the best- known visual artists in Japan, created the video installation about plankton in collaboration with Christian Sardet.

The sound is a creation of Ryuichi Sakamoto.



# Plankton: a drifting world at the origin of life

Biologist and author, Christian Sardet guides us through the mysterious and beautiful world of plankton. These microscopic lifeforms have evolved ever since the first cells appeared in the ocean 3.5 billion years ago, giving rise to all branches of life on our planet. Plankton is the most diverse ecosystem on Earth: it forms the very base of our food chain, and generates half the oxygen we breathe. Forming sediments created under pressure for hundreds of millions of years on the ocean floor, plankton has been transformed into deposits of oil and natural gas.

KYOTOGRAPHIE proudly presents Sardet's macro- and micro-photography—including new images taken in Shimoda and pictures of micro-plastic ocean waste—collaboratively showcased in an installation by Kyoto's own Shiro Takatani together with a soundscape by world-famous musician Ryuichi Sakamoto.

## Christian Sardet (France): images

Christian Sardet received his PhD from the University of California Berkeley. In the 1980s, he established a Cell and Developmental Biology Research Unit at the Observatoire océanologique de Villefranche-sur-Mer (OOV) where he now serves as Research Director Emeritus under the joint auspices of the Centre national de la recherche scientifique (CNRS) and the Université Paris 6, P. & M. Curie.

As one of the cofounders and coordinators of the Tara Oceans expedition, Sardet himself navigated the globe filming and photographing plankton. He works closely with Noé Sardet and Sharif Mirshak, "The Macronauts," notably on photographic exhibitions, multimedia projects and a site "Plankton Chronicles," produced with the CNRS by their company Parafilms in Montreal. The team bridges art and science to foster broader appreciation of evolution, biology and ecology by means of documentaries, animated films and exhibitions.

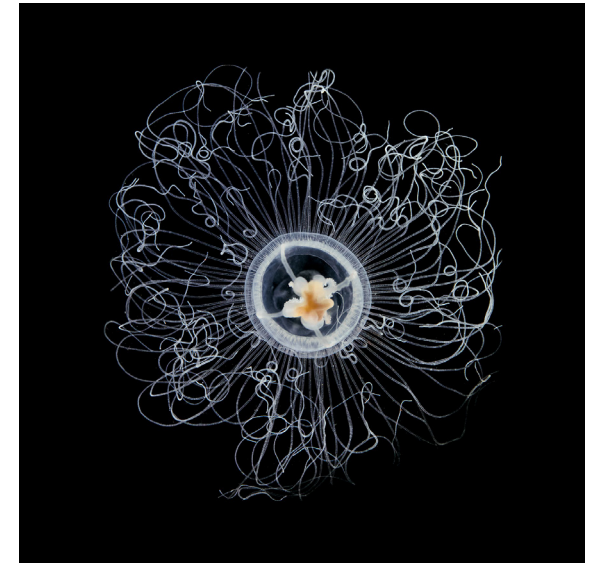
Sardet was awarded the 2007 European Award for Communication in Life Sciences from the European Molecular Biology Organization (EMBO). His publications include the book *Plankton: Wonders of the Drifting World* (Ulmer, 2013, Kawade Shobo: 2014, University of Chicago: 2015).

## Shiro Takatani (Japan): installation

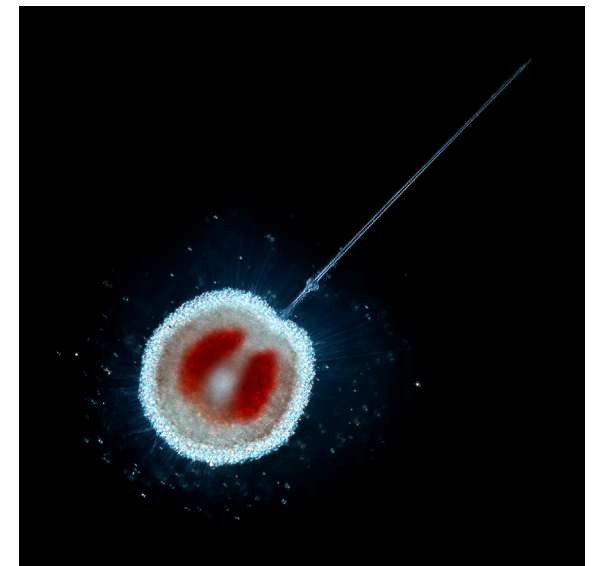
Visual artist-theater director Shiro Takatani, born 1963 in Nara, helped found the renowned artist collective Dumb Type while still enrolled in Environmental Design studies at Kyoto City University of Arts. Working diversely with photography, video, lighting, graphics and set design, he also began a parallel solo career from 1998 and is now regarded as one of Japan's leading high-technology media artists. A keen science-art observer of natural phenomena, Takatani was the first Japanese invited by the engaged artist organization Cape Farewell UK to help document the effects of climate change on North Atlantic arctic ice. His performance pieces include *La chambre claire* (2008), *Chroma* (2012) and most recently *ST/LL* (2015), all of which have toured abroad. Solo shows include *Camera Lucida* (2013) at the Tokyo Metropolitan Museum of Photography.

## Ryuichi Sakamoto (Japan): sound

Musician-composer Ryuichi Sakamoto, born 1952 in Tokyo, debuted with the solo album *Thousand Knives* (1978) and co-founded the legendary pop group Yellow Magic Orchestra that same year. Known for his interdisciplinary interests and cross-genre approach to innovative sounds, he received an Academy Award for his film score for *The Last Emperor* (1988). An outspoken advocate for environmental and social concerns since the late 1990s, in 2007 he started the reforestation initiative *More Trees*, spearheaded such regional support projects as *Life 311*, *School Music Revival* and *Tohoku Youth Orchestra* after the devastating Tohoku Earthquake-Tsunami of March 2011, and continues to take an activist stance in the anti-nuclear movement. Sakamoto also served as Guest Director of the 2014 Sapporo International Art Festival, bringing ecological issues into wider cultural dialogue. His main works include *B-2 Unit* (1980), *Beauty* (1989), *Life* (1999) and *Three* (2012); his previous collaborations with Takatani include the outdoor installation *Life-Well* (2013).



Christian Sardet, *A Oceania armata jellyfish*, 2012



Christian Sardet, *Radiolarian Spongodiscus biconcavus from Shimoda bay*, 2015

# PLANKTON:

## A Drifting World at the Origin of Life

### Learning Objectives

Appreciate the immensity and diversity of plankton in the world's oceans. Describe the ratio between different sources of oxygen production. Explain why healthy oceans are important. Describe how humans can influence ocean health. Create a product that demonstrates an understanding of the issues under discussion (see Assessments).

### Key Concepts and Questions

Christian Sardet's photographs from the Tara Oceans studies form a unique collection. Viewing them here at KYOTOGRAPHIE is an opportunity to experience the work product of an important effort by an uncommon photographer.

While preparing to visit the exhibition, students should investigate plankton's importance to global biodiversity and the survival of ocean life.

### Identifying the subject

What are plankton?

What is the origin of the word plankton?

What are the major classes of plankton?

Plankton species vary dramatically in size. How large is the largest plankton (how small)?

What is the most common type of phyto plankton?

Of the two principal categories of plankton, how does each group produce or engage in locomotion?

Describe the life cycle of the diatom.

What nation currently shelters the largest population of refugees?

What nation is currently the largest source of refugees today?

Resources: (answers to the questions on the left are found here)

[www.whoi.edu/main/topic/phytoplankton](http://www.whoi.edu/main/topic/phytoplankton)

[www.whoi.edu/main/topic/jellyfish-zooplankton](http://www.whoi.edu/main/topic/jellyfish-zooplankton)

Diatom Life cycle: [www.youtube.com/watch?v=\\_F4FH4PjulU](http://www.youtube.com/watch?v=_F4FH4PjulU)

[sciencelearn.org.nz/Contexts/The-Ocean-in-Action/Science-Ideas-and-Concepts/](http://sciencelearn.org.nz/Contexts/The-Ocean-in-Action/Science-Ideas-and-Concepts/)

[The-ocean-and-the-carbon-cycle](#)

[education.nationalgeographic.org/media/plankton-revealed/](http://education.nationalgeographic.org/media/plankton-revealed/)

finding plankton species: [www.marinebio.net/marinescience/03ecology/mlplankton.htm](http://www.marinebio.net/marinescience/03ecology/mlplankton.htm)

## Identifying important processes.

### Why are plankton important?

Regardless of their size, all plankton are important. What is critical about their role in the ocean food chain?

Phytoplankton plays a critical role in removing carbon dioxide from the atmosphere. What is the process and how does it work?

Where does the oxygen we breathe come from?

What percent comes from rainforests?

Phytoplankton is responsible for creating what percent of the planet's oxygen?

Why is it important that we protect our oceans and the plankton that live in them?

### Assessment:

Create a colouring book describing 10 species of Plankton (5 phytoplankton and 5 zooplankton)

Create a computer based interactive that describes the Carbon Cycle.

Resources: (answers to the questions on the left are found here)

[www.ecology.com/2011/09/12/important-organism/](http://www.ecology.com/2011/09/12/important-organism/)  
Oxygen manufacturing: [news.nationalgeographic.com/news/2004/06/0607\\_040607\\_phytoplankton.html](http://news.nationalgeographic.com/news/2004/06/0607_040607_phytoplankton.html)

Enrichment:

Study the videos from the Plankton Chronicles.  
[planktonchronicles.org/en/episode/plankton-of-the-riviera/](http://planktonchronicles.org/en/episode/plankton-of-the-riviera/)  
[planktonchronicles.org/en/episode/animalvegetal-symbiosis-in-plankton/](http://planktonchronicles.org/en/episode/animalvegetal-symbiosis-in-plankton/)  
[planktonchronicles.org/en/episode/pteropods-swimming-mollusks/](http://planktonchronicles.org/en/episode/pteropods-swimming-mollusks/)

### Readings:

Ocean Drifters: A Secret World Beneath the Waves  
by Dr. Richard Kirby

Sea Soup: Zooplankton  
by Mary M Cerullo, Bill Curtsinger (Photographer)

Spineless by Susan Middleton

Citizens of the Sea: Wondrous Creatures From the Census of Marine Life by Nancy Knowlton

Animals Without Backbones: An Introduction to the Invertebrates (3rd edition)  
by Ralph Buchsbaum

Between Pacific Tides (5th Edition) by Ed Ricketts

Nudibranchs Encyclopedia: Catalogue of Asia / Indo Pacific Sea Slugs by Neville Coleman



# KYOTO GRAPHIE

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KYOTOGRAPHIE provides guided tours for schools and discounted tickets for school groups. We can tailor an experience for your students according to your learning objectives. If the age group, language, desired exhibitions, or content differs from this Kit please inquire. We are happy to work together to create something that is right for your school and your students.

We welcome your feedback.

You can contact the Director of Public Programs and Education for a meeting or to book a tour:

[lauren.hadler@kyotographie.com](mailto:lauren.hadler@kyotographie.com)

KYOTOGRAPHIE created this Kit in collaboration with faculty the Canadian Academy, Kobe: [www.canacad.ac.jp/](http://www.canacad.ac.jp/)