

# Anthropoteeny Project

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## Introduction

It is rare to see environmental problems as they happen (like a whale tangled in fishing net or an elephant being poached for its tusk), it is even rarer that these images are captured on camera. We often see impactful photographs from photojournalists on assignment, but as we flip the page it goes away. The idea is to become an investigative photojournalist and immerse yourself in an environmental problem by getting creative and recreating a system by researching impactful and captivating photographs and articles and turning it into a momentary capsule of time while educating and inspiring others.

You will create a diorama/lightbox of an environmental problem that has to be approved by me, research the issue, and take quality photographs of the image you are capturing with a phone or camera. You will research conservation problem/effort, or ecosystem. Get creative and simulate landscapes with items such as meringues for icebergs, spinach linguine for kelp beds, or illustrate and cut out your own images. Some items can be store bought, but there has to be an element of work that you actually make, via illustration or construction, whether drawing or creating an object that becomes part of your piece.

The different components of the project will be posted and due throughout the next two months. It is imperative that you turn the components in on time. Each item will have a different due date and you cannot move from one item until you have completed the previous one. If you plagiarize during any component of the process, you will receive a '0' and be reported to administration – no makeups.

Timeliness is key. If turned in late, you will receive a 20% off per day that it is not received. The definition of late is after it's been collected at the beginning of your class period. All work is collected right at the beginning of class. 7:20 am (1<sup>st</sup> and 2<sup>nd</sup> period), 9:35 am (3<sup>rd</sup> and 4<sup>th</sup> period) and 12:15 pm (5<sup>th</sup> and 6<sup>th</sup> period). I will post the dates that items are due on Teams and tell you in class. It is your responsibility to write it down.

1. Ideas – come up with 3 ideas of environmental problems that are geographically or ecologically dissimilar (ie: oil spill from Venezuelan ship into the ocean, forest fires of Australia, smog pollution of China).
2. Find two online pictures that help you draft (illustrate) the topic you are going to showcase and write one paragraph about the issue.
3. Illustrate the concept you have in mind.
4. Document the Process through one of the following methods:
  - a) 1 minute video (only for those that are Physical – not for those at home)  
or
  - b) A minimum of 25 pictures showing the process (optional for physical, only option for those at home)
5. Write a 3 paragraph explanation of the problem and solutions.
6. Take 2 well-presented photographs that have been edited (can use your phone editing, sharpening and definition) of the diorama/lightbox.

\*\* Some of the photographs/paragraphs created will be used on display at a gallery to further promote the environmental issues highlighted. If plagiarized, you will not be considered for submission. \*\*



## RUBRIC: Anthropoteeny Project

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### PART 1

#### Before getting started:

1. **3 Ideas** - Come up with 3 ideas of environmental problems that are geographically or ecologically dissimilar (ie: oil spill from Venezuelan ship in the ocean, forest fires of Australia, smog pollution of China). (0.5 grade)
  - a. Each idea should have at least 3 sentences describing the problem and how you intend to showcase it.
    - i. *You will not necessarily get your first choice.*
2. **2 Photographs & 1 Paragraph** – found online with an explanation that will help you define what you wish to relay to the spectator. This must be approved by me before continuing. (1 grade)
  - a. Copy and paste both pictures onto a word document
    - i. Pictures should be of the same topic just different perspective.
  - b. Make sure you include the links
  - c. 1 paragraph explaining this concept to me, the teacher. Must receive approval from me to begin the process. Do not plagiarize or you will receive a “0”.
3. **Draft** – Illustration and explanation of your intention for the diorama (0.5 grades)
  - a. Labeling of items and how it will look.
  - b. Work with a scale (centimeters NOT inches) of what your box or space would look like
  - c. Show what you will create which means you must create something from scratch. Something that you make yourself that you must show me how you will create it on your draft (**cannot all be store bought**)
4. **3 paragraph explanation of Problem and Solutions** (2 grades)
  - a. If plagiarized you will receive a “0”, a referral, and be sent to administration.
  - b. In your own words, write about the problem with your topic.
    - i. **Explain** why this is an issue to begin with.
    - ii. Where in the world is this problem found and how is it connected to the rest of the world, what are the repercussions?
    - iii. Give background to where it started and why it is still around.
    - iv. Give documented facts about how much, when, or percentage of what is gone.
  - c. **Discuss** global efforts created to try to prevent the issue and solutions. What are actions that people can take? Sign a petition, change a habit, discuss.
  - d. **Works Cited** – make sure you include at least **2** legitimate articles (NOT Wikipedia) of where you are getting your information. Just include the entire link of the sources you use below your written paragraphs. If you use more sources, make sure you cite them as well.

\* If you plagiarize during any component of the process, you will receive a ‘0’ and be reported to administration. \*

## **PART 2**

### **The Creation:**

5. **Two Photographs – do not give me more than two** (2 grades)
  - a. The photograph must clearly tell a story about the problem.
  - b. The photograph should be clean, creative, professional, no labels or brands showing.
  - c. Edit for *sharpness* and *definition*. Enhance the photo slightly (do not saturate colors).
  - d. Photograph their story diorama (4) with different lighting, angles, and background colors as well as photograph the process creation-setup-changes (3).
  - e. There should be an element of intrigue, curiosity and wonder in the picture that makes you think twice. Do not just recreate an image, but give it personality, authenticate it.
  - f. There must be items within that you created from scratch. It cannot all be store bought.
  - g. Photographs should be copied and pasted onto a word document.
    - i. If chosen for submission for online and in-person gallery exposition, you will be asked to send a higher quality file for printing purposes.
  
6. **Documenting the Process** (1.5 grades)
  - a. 1 minute video (Physical students only)
    - i. Shows the entire process from start to finish of you making the product – time lapse.
    - ii. Begins with final image and ends with that same image.
    - iii. Background music that is legitimate as in not copywritten.
    - iv. Must be submitted via flash drive (DO NOT EMAIL ME THE FILE)
    - v. Explains the process with subtitles.
  
  - b. 25 pictures showing process (MSOnline or Physical)
    - i. Shows the entire process from start to finish of you making the product (in order).
    - ii. 2 of the 25 images should be the final product (one at the beginning and one at the end)
    - iii. Should be done on a word document or pdf landscape layout with 6-8 pictures per page, in order of steps.
    - iv. Should have labels explaining the process
    - v. Each picture should have a number so that I know the order.

### Examples found Online websites and on Instagram:

1. Erin Sullivan that create her Covid project of the great outdoors. She shows pictures of the entire process. <https://designyoutrust.com/2020/06/photographer-erin-sullivan-creates-miniature-landscapes-out-of-food-and-other-household-items/>  
Instagram: @erinoutdoors
2. Elly Mackay which creates children's books from paper art. She illustrates all her images and then places them in a box and then takes pictures of them.  
Website: <https://www.theaterclouds.com/>  
Instagram: @elly.mackay
3. Tanaka Tatsuya – some of his work is a little simple but beautiful and very creative to give you ideas.  
Website: <https://miniature-calendar.com/>  
Instagram: @Tanaka\_Tatsuya
4. Lyanne Abreu – Current creations as well as students.  
Website: <https://www.anthropoteeny.com/>  
Instagram: @anthropoteeny

## Conservation Problems/Efforts in the most barren continent

### Antarctica:

1. Longline Fishing / Albatross tracking
  - <https://phys.org/news/2020-01-widespread-illegal-fishing-albatrosses.html>
2. Historic Whaling - 175,250 whales were killed in factories across South Georgia (1904-1965). The largest ever blue whale (33.58 metres) was recorded at Grytviken.
  - <https://www.sght.org/the-story-of-the-whale-at-south-georgia/>
  - [https://www.cambridge.org/core/services/aop-cambridge-core/content/view/F7B2E7A63A6251AE7A5E7A24C023802C/S0032247416000644a.pdf/sea\\_ling\\_whaling\\_and\\_krill\\_fishing\\_in\\_the\\_southern\\_ocean\\_past\\_and\\_possible\\_future\\_effects\\_on\\_catch\\_regulations.pdf](https://www.cambridge.org/core/services/aop-cambridge-core/content/view/F7B2E7A63A6251AE7A5E7A24C023802C/S0032247416000644a.pdf/sea_ling_whaling_and_krill_fishing_in_the_southern_ocean_past_and_possible_future_effects_on_catch_regulations.pdf)
3. Rat Eradication in South Georgia
  - <https://www.nationalgeographic.com/news/2018/05/south-georgia-island-rat-free-animals-spd/>
4. Climate Change -
  - <https://www.nytimes.com/2019/04/25/science/emperor-penguins-antarctica.html>
  - <https://www.independent.co.uk/environment/emperor-penguins-deaths-sea-ice-collapse-climate-change-antarctic-a8885641.html>
5. Historic Fur Seals -
  - [https://www.cambridge.org/core/services/aop-cambridge-core/content/view/F7B2E7A63A6251AE7A5E7A24C023802C/S0032247416000644a.pdf/sea\\_ling\\_whaling\\_and\\_krill\\_fishing\\_in\\_the\\_southern\\_ocean\\_past\\_and\\_possible\\_future\\_effects\\_on\\_catch\\_regulations.pdf](https://www.cambridge.org/core/services/aop-cambridge-core/content/view/F7B2E7A63A6251AE7A5E7A24C023802C/S0032247416000644a.pdf/sea_ling_whaling_and_krill_fishing_in_the_southern_ocean_past_and_possible_future_effects_on_catch_regulations.pdf)