



*Eliot Porter:
The Color of Wildness*

An Activity Log for
Students

Luna Moth, Silver Lake, New Hampshire, June 3, 1953
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This Activity Log belongs to:

School:

Teacher:



ACTIVITY LOG ASSIGNMENT PAGE

Read the sections checked below on the Web site and answer the questions on the following pages of this Activity Log. You will find the sections by going to http://www.cartermuseum.org/edu_guides/porter and clicking on the word “Students.”

YOUR TEACHER WILL MARK THE SECTIONS YOU ARE TO EXPLORE. ENJOY!

_____ **BECOMING AN ARTIST**

_____ **THE WORLD OF ELIOT PORTER**

_____ **MAKING A STATEMENT**

(NOTE: THIS SECTION HAS THREE ACTIVITIES. PLEASE VISIT THE ONE YOUR TEACHER HAS SELECTED.)

_____ *COMPOSING A SUBJECT*

_____ *EXPRESSION THROUGH COLOR*

_____ *THE PLACE NO ONE KNEW*

BECOMING AN ARTIST

Read each part of *Becoming an Artist*, then answer the questions for that chapter on these pages. After you complete your responses, read the next chapter and answer the questions.

1. Porter's Early Years

In what two places did Porter live as a child? Describe the natural surroundings. (List your examples.)

What interests did Porter's parents have that influenced him as an artist?

What special experiences did Porter have as a child that probably made him want to become a nature photographer?

2. Porter's Introduction to Photography

When did Porter receive his first camera, and what did he do with it?

As a child, what was Porter's favorite subject for photographs? How would you photograph this subject?

Why did Porter purchase a better and more sophisticated camera? (Be sure to read the pop-up definitions for the two cameras Porter used when he was young.)

3. A Love for Science

What career did Porter have for ten years before he became a full-time photographer? What kind of training did that career require?

How is looking through a microscope similar to looking at the natural world? How is it similar to photographing nature? How is it different?

4. Committing to a Career in Art

What hobby did Porter pick up again? Why?

Who did Porter look to for criticism? _____

How did Porter continue to improve his photographic technique?

Why do you think Porter preferred color when most photographers were making pictures in black and white?

THE WORLD OF ELIOT PORTER

In Eliot Porter's photographs you can see the rich variety of the natural world. In this section you will compare the colors, climates, plants, animals, and humanity found in several of the locations Porter photographed.

Porter photographed places he visited around the world. What would you need to know before photographing a place (for instance: how would you get there, what would you need to pack, and what would you need to know about the subjects and terrain)?

What might be the most important thing to show about a place: the climate, plants, animals, people, or colors of the region? Why?

What do you think was the most important thing for Porter to show about a place? How can you tell?

Look at the world map and pick the location you want to see through Porter's photographs, *but do not click on it yet.*

Before you click on it, write the location name below, and answer each question.

Location #1 _____

What do you expect to see in this location? _____

What type of weather and temperature might it have? _____

With map pencils, sketch three specific colors you think you will see (like dark green or light blue) in this location, or write the colors in the space below each box.

NOTE: Next, compare the answers you wrote with what you see in Porter's photographs; be certain that you complete all of the questions!

Click on your location and spend a few minutes looking at the photographs. Roll the mouse over any of the four small images to enlarge them. Be sure to read the information below the pictures.

Answer the four questions below. Be thoughtful. Use the back of the page if you need more space to write.

1. What colors do you see that you expected? What colors did you not expect to see?

2. List the subjects Eliot Porter photographed in this location (people, animals, plants, land, buildings, etc.).

3. What is the climate of this area (weather and temperature)?

4. If you stepped into one of these pictures, what would you feel, see, hear, and smell? (Explain why beside each sense.)

NAME OF PICTURE: _____

FEEL: _____

SEE: _____

HEAR: _____

SMELL: _____

Choose another location, **but before you click on it** answer the following questions:

Location #2 _____

What subjects do you expect to see in this location? _____

What colors do you expect to see the most? _____

What type of climate might it have? _____

Click on the next location and answer the following three questions:

1. What colors do you see that you did not expect?

2. If you stepped into this picture, what would the climate be like? How would it feel, smell, etc.?

3. Note whether there are plants and animals and what kind. What do they tell you about the climate of the area?

Compare and contrast both locations you visited...

In the spaces below, record the similarities and differences you see.

Location #1

Location # 2

By looking at photographs of the two locations you chose, what subjects did Porter choose to focus on?

What did you find out about these locations that you did not know before?

MAKING A STATEMENT: *COMPOSING A SUBJECT*

ACTIVITY ONE:

READ **FINDING HIS SUBJECTS**, then answer in the spaces below.

Think about the community where you live. Where would you go to find a detail of nature in the following locations:

- within walking distance from your home or school? _____
- in or near your town? _____

What nature subjects would you hope to find at each location?

If your photographs could tell people something important, what message would they tell?

ACTIVITY TWO:

Artists use **framing**, **angle of view**, and **light quality** to make good pictures. Understanding these techniques will help you when you compose details of nature with a camera.

Read the definitions of framing, angle of view, and quality of light on the Web page. Select one of Porter's images in the "light quality" section that best shows each technique. In the space below each word, write the photograph's title and describe why you chose it for that technique.

FRAMING:

ANGLE OF VIEW:

LIGHT QUALITY:

MAKING A STATEMENT: *EXPRESSION THROUGH COLOR*

ACTIVITY ONE:

STEP 1: Look at the black-and-white images on this page (these are modified Porter images). Select a photograph and write the title below. In the chart below, record what you can tell from the black-and-white image.

STEP 2: Move your cursor or pointer over the image, and it will turn to color. Go back to your chart and fill in the answers for the color version. How are your answers the same or different?

Title of image: _____

	Black and White	Color
Which tells you the time of year better? Why do you say this? _____		
What colors do you expect to see? Which do you actually see? _____		
How does the mood change? _____		
What else can you tell from the color image that you cannot tell from the black-and-white version?		

MAKING A STATEMENT: *THE PLACE NO ONE KNEW*

Read about Porter's book *The Place No One Knew* and answer the following questions.

Look at all of Porter's images of Glen Canyon on the pages in this section. Select the one you like best and write your feelings about it. What message does the image tell you?

Porter gathered his single images into books. This book project was meant to help save Glen Canyon from being flooded. Through a book, how can a photographer help people appreciate endangered places in the world?

How does reading about Glen Canyon influence your thoughts about the images and about the canyon?

Now, think of your own special place. How would you feel if it was flooded?

What are some of the risks of showing people a beautiful place through a book or calendar and possibly attracting them to that fragile environment? (Use the back of this page if you need more room to write.)
