

**Essay 2: Hughes, Pastan, Whitman**  
**ENWR 106: College Writing II**  
**Instructor: Petrich**

*\*Review the Course Policies on Paper Assignments  
to be eligible for full credit for each draft.\**

Using the THREE poems we've read for this unit (by Hughes, Pastan, and Whitman), compare the teachers' educational philosophies as well as the relationships between the teachers and students. Consider the following questions: What do the teachers think their students should know and do? What method of instruction might they think works best? How do the students respond to these methods? How do you evaluate both figures in the poems—the teacher and student?

Use this comparison to develop an argument about which approach to teaching is more effective and why. Be sure to explain what you consider the goals of teaching or education as the basis for this evaluation. You may also make connections to your own experiences as a student for support, but be sure to do so only in addition to the use of textual evidence for support.

As part of your analysis in this paper, you will want to make sure you are giving attention not only to the ideas in each poem, but also to *how* you read the ideas the way you do—how the formal elements of poetry help make meaning. Therefore, in addition to describing your interpretation of the three poems to support your argument, make explicit how you were able to reach these interpretations—how the formal aspects of the poems may have enabled or affected your reading. While there are many elements of poetry to consider as possibilities here (and by no means should you try to account for each one, just what you consider the most notable), below is a sample list of particularly significant poetic elements in this cluster of poems:

- rhyming (Hughes)
- tone (Hughes and Pastan)
- imagery/symbolism (Pastan)
- structure (Whitman)
- anaphora (the repetition of a sequence of words at the beginning of neighboring clauses) (Whitman)