

## TO THE TEACHER

### NCTE / IRA Standards for the English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### Answer Key

#### Imagery

1. *Answers will vary.* Reward genuine effort. **Possible answer:** Pound uses the word apparition to capture how the faces appeared to him suddenly, and struck him with an almost otherworldly beauty.
2. *Answers will vary.* **Possible answer:** The atmosphere is dreamlike.
3. **Answer:** Whitman appeals to our sense of hearing ("When I heard the learned astronomer," "Look'd up in perfect silence at the stars"), and sight ("when the proofs, the figures were ranged in columns before me," "look'd up in perfect silence at the stars").
4. *Answers will vary.* Reward genuine effort. **Possible answer:** The atmosphere of this poem plays off of the contrast between the sterile lecture halls of the astronomer and the moist night air. The atmosphere of the first part of the poem, which describes all the proofs of the astronomer, sounds tiresome and monotonous. When Whitman "glides" out by himself, though, the atmosphere feels "mystical." Whitman's description of the astronomer's diagrams contributes very directly to the tedious atmosphere. His extensive list of proofs, figures, charts and diagrams help us to visualize how the astronomer is swamped by his mathematics. He would literally be too busy looking at them to look at the stars. Whitman then describes the night simply but vividly; he mentions the stars and lets them speak for themselves.
5. *Answers will vary.* Reward genuine effort. **Possible answer:** Yes, this is imagery. The phrase "nothing shows in front of my eyes" still conjures an image of blackness before the narrator's eyes. No, this is not an example of imagery. The point of the poem is to make us imagine the absence of an image and the absence of any sound.