**Trio House Press**

**Poetry Now**

**Lesson Plan**

***Topic:*** Exploring different vocabularies—specifically “scientific” and “aesthetic”

***Lesson Title:*** Questioning the Divisions of Language

***Level:*** College

***Lesson Duration:*** N/A

***Lesson Objectives:***

Students will explore the divisions of language and interpret Mary Cisper’s message on these divisions in *dark tussock moth*. Then, with this base knowledge, students can create their own interpretation, or thesis, arguing for or against Mary’s.

***Summary of Tasks/ Actions:***

* Read *dark tussock moth*
* Ask general questions to get students on equal footing:
	+ Have you heard of a specific type of vocabulary? Examples?
	+ Have you heard of “scientific vocabulary” or “scientific imagery?”
		- What connotations, ideas, feelings, experiences, etc. come into mind when hearing “scientific vocabulary/imagery?”
		- What examples from pop culture/outside world can you think of that represents “scientific vocabulary/imagery?”
	+ Have you heard of “aesthetic vocabulary” or “aesthetic imagery?”
		- What connotations, ideas, feelings, experiences, etc. come into mind when hearing “aesthetic vocabulary/imagery?”
		- What examples from pop culture/outside world can you think of that represents “aesthetic vocabulary/imagery?”
* Have students categorize poems into three groups:
	+ Poems that center around scientific vocabulary/imagery
		- Biology, references to scholars, field research, etc.
	+ Poems that center around “aesthetic” vocabulary/imagery
		- Focusing on beauty in images; feeling coming from images rather than actual being itself
	+ Poems that can’t be put into one of those categories
		- Both the scientific and aesthetic contributing to the main idea/meaning of poem
* Ask more specific questions:
	+ What does it mean to explicitly “borrow” from a “vocabulary?”
	+ Based on your categories, what is the difference between Mary borrowing from “scientific vocabulary” versus “aesthetic vocabulary?” How is using one vocabulary more/less impactful than using the other?
		- Is using one type of vocabulary more impactful? Aren’t all these “vocabularies” really one—the English language?
* Have student draw their own conclusion on *dark tussock moth:*
	+ What message is Mary Cisper sending through *dark tussock moth* about the divisions of vocabulary and imagery in academia/society, more specifically, the scientific and aesthetic? What is the goal of this message?