

Natural Gas Safety Haiku

Objective:

Students will write a haiku about natural gas safety.

Materials and Curriculum Correlations ▼

► Introduction

Natural gas provides about 33 percent of U.S. energy and heats almost half of North American homes. Safety is one of the natural gas industry's top priorities. The industry works to develop efficient and safe appliances, equipment and delivery systems.

As with any energy source, however, consumers need to do their part for safety by following recommended practices.

In its natural state, natural gas is a colorless, odorless, simple hydrocarbon, primarily composed of methane. Its principle combustion byproducts are harmless carbon dioxide and water vapor. Natural gas is lighter than air and, if released, tends to dissipate into the air. Since natural gas has no odor of its own, a smell called mercaptan is added so that it can be detected in the event of a leak. Many people describe the odor as that of rotten eggs or a sulphur smell.

Procedure

Ask the students the following questions to assess their knowledge of the subject and to stimulate interest in the activity:

Do you like poetry?

Have you ever heard of or written a haiku?

1. The pattern of a haiku poem consists of three lines. The first has five syllables, the second has seven and the third has five. Read several examples of haiku to the class.

Natural Gas
A colorless gas
We use it safely at home
It makes us
feel warm

Natural Gas Safety
Stinky mercaptan
Bad smell could mean
a gas leak
Leave and tell someone

2. Discuss with the students the 5-7-5 form for a haiku. Have the class scan the lines of one or two of the haiku that you read. Count the syllables by line. Are they the same? Are there variations?
3. Tell the students you would like them to write a haiku poem about natural gas safety.
4. Create a list of key vocabulary words, distribute it to the class and discuss. The list could include blue, burner, call, clean, colorless, excavations, filter, flame, flammable, leaks, leave, maintain, mercaptan, natural gas, odor, open, outside, pilot light, safe, smell, telephone or vent.
5. Students may use words from this list in their haiku.
6. Choose a word from the list and use it as the title.

Discussion

Without their titles, reproduce the students' haiku as a student handout sheet. Have the students read them carefully and give each one a title, using the key terms from which the students worked. Follow this activity by identifying the title actually selected by the writer and allowing student reactions and discussion.

To Know and Do More

1. As an art activity, have the students write their haiku on paper. Encourage them to illustrate the poem around its edges.
2. Once all poems are written, sit on the floor in a circle and listen to each other reading haiku.
3. Convert haiku poems to music.

Materials Needed:

- Examples of haiku
- Paper and pencils

Curriculum Correlations

K-ESS3 - 3

4-LS1 - 2

4-ESS3 - 1

5-ESS3 - 1

MS-LS1 - 8

MS-ESS3 - 1

HS-ESS3 - 1

1.W.3

1.SL.1

2.W.3

2.SL.1

3.RI.6

3.RF.4

3.W.2

3.SL.1

4.RI.6

4.RF.4

4.W.2

4.SL.1

5.RI.6

5.RF.4

5.W.2

5.SL.1

MS-W.2

MS-SL.1

HS-W.2

HS-SL.1