

# Natural Gas Safety Haiku

## Objective

Students will write a haiku about natural gas safety.

## Curriculum Focus

Science  
Language Arts  
Art

## Materials

- Examples of haiku
- Paper and pencils

## Key Vocabulary

Blue	Mercaptan
Burner	Natural gas
Call	Odor
Clean	Open
Colorless	Outside
Excavations	Safe
Filter	Pilot light
Flame	Smell
Flammable	Telephone
Leaks	Vent
Leave	Yard
Maintain	

## Next Generation Science Correlations

4-LS1 - 2  
4-LS1.D  
MS-LS1 - 8  
MS-LS1.D



## Introduction

Natural gas provides about 30 percent of U.S. energy and heats 51 percent of North American homes. Safety is one of the natural gas industry's top priorities. The industry makes a great effort 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, an odorant called mercaptan is added to the gas 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. Distribute the list of key vocabulary and discuss with the class.
5. Students may use words from this list in their haiku.
6. Choose a word from the list and use it as the title.



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## Discussion

Without their titles, reproduce the class 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.



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## To Know and Do More

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

Convert haiku poems to music.