



ENERGY DAY CURRICULUM IDEAS-LANGUAGE ARTS

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LA1 Energy Stories	X		
LA2 Reading Between the Lines	X	X	X
LA2 Energy Saving Tips	X	X	X
LA3 Research Renewable Energy	X	X	X
LA4 Energy Poetry, Songs and Slogans	X	X	X
LA5 Write to Government	X	X	X
LA6 Energy Articles		X	X
LA7 Today's News		X	X

LA1 Energy Stories

Elementary Read stories about energy.

Some popular books include Mike Mulligan and His Steam Engine by Virginia Lee Burton, and the grade level books from the *eeSmarts* program available from the Connecticut electric utilities companies. Discuss how energy is used in the stories.

Draw pictures or make posters about the books.

The *eeSmarts* programs are free to United Illuminating and Connecticut Light & Power Customers. They have completed their K-3 programs which include big books, worksheets and KWL activities.

For more information visit the *eeSmarts* site: <http://www.eesmarts.com/>

LA2 Reading Between the Lines

All Examine the book or stories that you are reading for energy content.

Some questions to investigate include:

Is energy used for manufacturing, transportation, domestic uses?

Is mechanical equipment used?

If the literature is set in the past, how has the energy mentioned changed over time?



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LA3 Energy Saving Tips

Elementary Discuss ways to save energy. A good lead-in to this topic would be the books available through eeSmarts listed in LA1 above.

Have students make small posters or bookmarks about ways to save energy.

Middle School/High School Write an article for the school or local paper about energy saving tips.

Resources for tip information include:

<http://www.energy.wsu.edu/ei/files/hometips.pdf>

<http://www.ase.org/powersmart/>

<http://www.cl-p.com/clmres/energy/indexenergy.asp>

LA4 Research Renewable Energy

Elementary Work together as a class to research renewable energy.

As a class, read age appropriate information about solar, biomass, tidal, wind, or geothermal energy. Discuss ways that we can use different sources. Show pictures of the different sources.

Have the class work together to draw a wall mural about renewable energy sources.

Middle School/High School Individual or small group research of renewable energy.

Use the library and/or internet to research various energy sources: solar, biomass, tidal, wind, geothermal, etc.

Individually or in small groups, create a poster presentation, commercial, or power point show about your findings.

Many good sources can be found through the Institute for Sustainable Energy's web site www.sustainenergy.org

Some resources about renewable and nonrenewable energy sources:

Biomass	http://www.uneptie.org/energy/act/re/fs/docs/biomass.PDF	Bioenergy fact sheet from United Nations Environment Programme (UNEP)
Fossil Fuel	http://www.eia.doe.gov/kids/non-renewable/oil.html	Oil fact sheet, Energy Information Administration (EIA)
	http://www.eia.doe.gov/kids/non-renewable/naturalgas.html	Natural gas fact sheet, EIA
	http://www.eia.doe.gov/kids/non-renewable/coal.html	Coal fact sheet, EIA
Geothermal	http://www.uneptie.org/energy/act/re/fs/docs/geothermal.PDF	Geothermal fact sheet, UNEP



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Hydrogen	http://www.uneptie.org/energy/act/re/fs/docs/fuelcell.pdf	Fuel cell fact sheet, UNEP
Hydropower	http://www.uneptie.org/energy/act/re/fs/docs/hydro.PDF	Small scale hydro fact sheet, UNEP
Nuclear	http://www.eia.doe.gov/kids/non-renewable/nuclear.html	Nuclear fact sheet, EIA
Solar	http://www.uneptie.org/energy/act/re/fs/docs/pv.PDF	Photovoltaic fact sheet, UNEP
	http://www.uneptie.org/energy/act/re/fs/docs/thermal.PDF	Solar thermal fact sheet, UNEP
Wind	http://www.uneptie.org/energy/act/re/fs/docs/wind.PDF	Wind power fact sheet, UNEP
Connecticut Information	www.ctcleanenergy.com/	Connecticut Clean Energy Fund
	http://www.eia.doe.gov/emeu/states/main_ct.html	Connecticut Energy Information from Energy Information Administration (EIA)
	http://www.uneptie.org/energy/act/re/fs/index.htm	Index page of the UNEP Energy Technology fact sheets
General Information	www.eia.doe.gov	Energy Information Administration
	www.epa.gov	U.S. Environmental Protection Agency
	www.eren.doe.gov	Energy Efficiency and Renewable Energy Network (EREN)

LA5 Energy Poems, Songs and Slogans

All Write poems, songs or slogans about saving energy.

Use your own examples or directions or choose from the poetry information below:

Poetry Styles

Quatrain

A short poem of four lines, either rhymed or unrhymed. If it is rhymed, the rhyme scheme could be abab, abba, abcb, or aabb. It may be serious or humorous. Sometimes it is a part of a larger poem

Directions:

Write four lines, either rhymed or unrhymed with conveys the poet's ideas toward a subject.

Cinquain:

5 line Poetry

Syllabic verse form. Gradually increasing number of syllables in each line until the last line, which returns to two syllables.

Cinquain form for younger students:

Line 1: 2 syllables One word giving the title. (noun)

Line 2: 4 syllables Two words that describe the title. (adjectives)



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Line 3: 6 syllables Three words that express action. (Verbs)

Line 4: 8 syllables Four words that express feeling.

Line 5: 2 syllables One word that gives the title a different name. (synonym)

Haiku:

Japanese form of poetry.

Form is 17 syllables in three lines with pattern: first line, 5 syllables; second line 7 syllables; third line, 5 syllables. Usually has nature themes.

Energy Haiku

(FIVE SYLLABLES)

(SEVEN SYLLABLES)

(FIVE SYLLABLES)

Diamonte Poetry:

_____subject_____

_____ (two adjectives describing the subject) _____

_____ (three words ending in "ing" telling about the subject) _____

_____ (four words, the first two describe the subject, the last two describe its opposite) _____

_____ (three words ending in "ing" telling about the opposite) _____

_____ (two adjectives describing the opposite) _____

_____ (opposite) _____

Limerick:

Often humorous form of poetry.

Lines 1, 2 and 5 rhyme. Lines 3 and 4 rhyme.

Poetry Resources: Information about poetry forms can be found at the following sites:

<http://www.geocities.com/Athens/Delphi/8912/poetry/quatrain.html>

http://www.tooter4kids.com/forms_of_poetry.htm



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Send your class's poetry, song or slogan submissions to The Institute for Sustainable Energy for publishing on our web site. Visit our web site at www.sustainenergy.org for more information.

LA6 Write to Government

Elementary Discuss as a class ways to save energy. A good lead-in to this would be the eeSmarts programs listed in LA1 and LA2. Brainstorm ways that the class can save energy. Have the class select one or two different ways to conserve energy. Have students write letters to the principal, their parents or to town officials as appropriate, explaining how they think things should be changed to save energy.

Followup the class ideas with a project to implement the student's plans.

Middle School/High School Write a letter to the government supporting your stance on an energy related issue. Support your ideas with facts.

Materials: Government addresses; Energy articles; Fact sheets.

Connecticut State Government addresses are available at: <http://www.state.ct.us/>

Connecticut Energy Bills, 2002, available at:

<http://prdbasis.cga.state.ct.us/BASIS/TSAMDHP/LIN1/AMD/MSF>

Number	Document name	Document title
5712	2002HB-05712-R000303-BA.HTM	AN ACT CONCERNING RENEWABLE ENERGY AND ENERGY CONSERVATION
5473	2002HB-05473-R000059-BA.HTM	AN ACT CONCERNING THE PERIODIC UPDATE OF THE STATE ENERGY EFFICIENCY STANDARDS
5512	2002HB-05512-R000075-BA.HTM	AN ACT CONCERNING ENERGY EFFICIENT LIGHTING PROGRAMS
154	2002SB-00154-R000195-BA.HTM	AN ACT CONCERNING REDUCTION OF STATE AND LOCAL ENERGY COSTS
341	2002SB-00341-R000273-BA.HTM	AN ACT CONCERNING ENERGY EFFICIENCY
342	2002SB-00342-R000359-BA.HTM	AN ACT CONCERNING THE FINANCING OF RENEWABLE ENERGY PROJECTS

LA7 Energy Articles

Middle School/High School Read articles about energy. Identify the main idea, points made and conclusion. Identify the audience for which the article was written and the bias (if any) of the author. Discuss with students how to judge sources.

Have students write a journal entry about what they learned in the article.



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Do a jigsaw activity. Copy 4 or 5 articles. Assign groups to read each article, providing copies for each member. Have the groups write a summary of the main points and their analysis of the article's bias. Have each group give a short presentation of their findings.

Some internet articles are included here.

1. CNN.com 12/10/02 "New Zealand signs Kyoto pact"
<http://www.cnn.com/2002/WEATHER/12/10/nz.kyoto.protocol.reut/index.html>
2. CNN.com 6/17/02 "EU to research nuclear power"
<http://www.cnn.com/2002/WORLD/europe/06/17/eu.research.glb/index.html>
3. CNN.com 9/3/02 "Greens condemn Earth Summit deal"
<http://www.cnn.com/2002/WORLD/africa/09/03/earth.deal.glb/index.html>
4. CNN.com 6/27/01 "Bush to endorse increased spending on renewable energy"
<http://www.cnn.com/2001/ALLPOLITICS/06/27/bush.energy/index.html>
5. CNN.com 5/4/02 "Nevada representative warns against nuclear waste storage"
<http://www.cnn.com/2002/ALLPOLITICS/05/04/dems.radio/index.html>
6. CNN.com 12/10/02 "China's drive for clean air"
<http://www.cnn.com/2002/WORLD/asiapcf/east/12/10/beijing.pollution/index.html>
7. CNN.com 10/11/02 "Moon dirt considered for power supply"
<http://www.cnn.com/2002/TECH/space/10/11/moon.power/index.html>
8. CNN.com 10/3/02 "Farming, logging, development affect climate, too"
<http://www.cnn.com/2002/TECH/space/10/03/climate.landcover/index.html>
9. CNN.com 2/25/02 "Bush prods Senate on energy policy"
<http://www.cnn.com/2002/ALLPOLITICS/02/25/bush.energy/index.html>
10. CNN.com 8/19/02 "Bush takes a backseat"
<http://www.cnn.com/2002/ALLPOLITICS/08/19/time.kerry/index.html>
11. CNN.com 8/21/02 "'Asian Brown Cloud' poses global threat"
<http://www.cnn.com/2002/WORLD/asiapcf/south/08/12/asia.haze.glb/index.html>
12. MSNBC undated (2002) "Cool Alternative to energy crunch"
geothermal <http://www.msnbc.com/news/584176.asp#BODY>
13. MSNBC undated (2002) "Waves run this power plant"
wave <http://www.msnbc.com/news/493172.asp>



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LA8 Today's News

Middle School/High School Read today's newspaper.
Identify articles that pertain to energy. Look for technology, policy, politics, environment, ads and other areas. Discuss how the information was presented.

Have students make a list of all of the articles that they found. Provide a worksheet that allows them to write in the title, page number and topic. Groups may work together to find the most articles.