



## Lighting the Way to Your Inner Poet ~ A Study in Compact Fluorescent Lightbulbs (CFLs)

In this activity, students are provided with a fact sheet related to the Junior Energy CFL fundraiser. The students use the fact sheet to create a written product that persuades the reader to support the school's fundraiser by buying CFLs. Options for written products include: short essays, emails to parents, posters or other ads for use around the school, a web page for the school's web site, or others.

### OBJECTIVES:

After participating in this activity, students will be able to

- communicate information, emotions, and experiences related to CFLs
- compose poetry relating to CFLs
- analyze poetry relating to CFLs

**TIME:** Two Class Periods + time at home in between for students to edit their poetry

### MATERIALS:

- student copies of the poetry pages (as selected by the teacher)
- sample copies (for the teacher only) of each kind of poetry you will be using
- one or more CFLs for students to observe and handle
- Optional: a lamp with a CFL which can be turned on for students to observe

### GETTING READY:

Review the student pages for each of seven different poetry types. Decide on 1-2 poem types you wish to use in this activity. Should you wish to use more poetry types OR to allow students to choose which type they prefer, please allow extra class periods to introduce the additional formats.



## THE ACTIVITY :

### CLASS PERIOD 1:

Plan to spend the first third of the class period reviewing what the students know about CFLs. Allow the students to handle CFL bulbs and observe a CFL bulb switched on in a lamp. You can have them fill in a whole-class KWL chart (what they KNOW about CFLs, what they WANT to know, and later, what they've LEARNED) or you can use a less formal discussion. The goal is to have information about (and experiences with) CFLs fresh in the students' minds.

Next, review the instructions for the poetry type(s) you plan to use with the students. Your seven options are cinquain, quatrain, acrostic, diamante, collaborative poem, shape poem, and haiku. A thorough description of each is provided on the seven student sheets. Sample poems (on the topic of CFLs) are included; however, it is recommended that you share additional samples of haikus, diamantes, etc., to give the students a range of models. Hand out the student sheets.

In the final third of the class period, students should begin their poems. Unless they are working on a collaborative poem, they can finish and polish their poems at home. Encourage the students to visit the Junior Energy website (<http://juniorenergy.org>) to learn more about CFLs.

### CLASS PERIOD 2:

Collect all of the poems and select several to read aloud (anonymously). The class should analyze each poem from three angles.

- First, they should assess whether or not the poem meets the requirements for that poetry style.
- Second, they should note any factual information about CFLs embedded within the poems. Did they learn anything new? (You can take this opportunity to fill in the "L" section of the KWL chart.)
- Third, discuss any imagery, metaphors, or unusual twists in each poem.

Spend the rest of the class period allowing students to discuss the challenges they met and overcame in the poetry-writing process.

Can students think of any ways that poems can communicate better than articles or essays?



## Lighting the Way to Your Inner Poet Cinquain

If you're into numbers, the CINQUAIN might be right for you. The word "cinquain" comes from "cinq," the French word for "five." This poem has five lines, each with a specific number of words (2 – 4 – 6 – 8 – 2). No rhyming is needed, but this poem does have a tight structure. Each line serves a specific purpose.

### Line List

Line 1: a 2-word title

Line 2: 4 words that describe the title

Line 3: 6 words that describe an action

Line 4: 8 words that describe an emotion or feeling

Line 5: 2 words that describe the title

The trick is getting all of these lines and words to blend together and communicate a single idea or image. Here's an example:

China Made  
Energy efficient light bulb  
CFLs manufactured for all the world  
Hoping for a future free of greenhouse gasses  
Eastern ingenuity.

On a separate piece of paper, jot down some topic ideas relating to CFLs. Then write the first draft of your cinquain. Expect plenty of changes before you reach a finished product. Use the Line List above as a checklist to be sure that your poem meets the requirements for a cinquain. Write your polished poem on the lines below.

---

---

---

---

---



## Lighting the Way to Your Inner Poet - Quatrain

If you are a natural at rhyming, a QUATRAIN is sure to suit your inner poet. The name "quatrain" comes from the Latin word "quattuor," meaning "four." These poems have verses in sets of four. While they can have many different rhyme schemes, we'll be using "a-a-b-b" for this activity.

This means that the first and second lines rhyme while the third and fourth lines rhyme. You don't need to focus on the number of words in each line. Saying the poem aloud will tell you if the lines are balanced. If a line sounds awkward, change the words a bit until it sounds natural. Take a look at the sample quatrain below. Then try writing your own CFL quatrain on a separate sheet. Once you've finished polishing your poem, write it on the lines below. Be sure to add a title!

### CFLs vs. Incandescent Bulbs

They're saying that fluorescence  
Is far better than incandescence.  
The first is cool; the latter's hot.  
The first is smart; the latter's not!

---

---

---

---

---

---

---





## Lighting the Way to Your Inner Poet - Diamante



If you loved your elementary grammar exercises, the DIAMANTE could be a great fit for your inner poet. It's all about using the right parts of speech. "Insert noun here. Insert adjective here." Look at the diamante's grammar pattern below. (The final version of a diamante poem is, of course, shaped like a diamond.)

Grammar Pattern:

noun  
adjective adjective  
participle participle participle  
noun-1 noun-2 noun-3 noun-4  
participle participle participle  
adjective adjective  
noun

However, diamantes aren't just about shape and grammar. They're about connecting two opposite ideas. The first noun (at the top of the diamond) and the last noun (at the bottom of the diamond) should be opposites, like summer-winter, relaxed-nervous, shouting-whispering. The words at the beginning of the poem describe the first noun. In the middle of the poem, the poet begins to describe the last noun. From noun-3 through to the end of the poem, the poet is describing the last noun. See the sample poem below.

CFL  
new efficient  
saving lasting conserving  
argon fluorescence tungsten filament  
wasting heating consuming  
antiquated incandescent  
bulb

The words from  
"new" to  
"fluorescence"  
describe CFLs,  
the first noun.

The words from  
"new" to  
"fluorescence"  
describe CFLs,  
the first noun.

On a separate piece of paper, jot down topic ideas relating to CFLs. Then begin to write your diamante. Expect plenty of edits and changes before your final product is complete.



## Lighting the Way to Your Inner Poet - Diamante, continued

Write your polished diamante on the lines below:

A large blue diamond shape is centered on the page. Inside the diamond, there are seven horizontal black lines of varying lengths, arranged from top to bottom, providing space for writing a polished diamante.



## Lighting the Way to Your Inner Poet - Collaborative Poem

If you're at your best in a social group, a COLLABORATIVE POEM might be right for you. You'll need to find one to four partners for this poetry activity. One person writes a line about CFLs, then each additional person adds a line, in a rotation.

To complete your poem, be sure to go through the rotation three times so that each person gets to add three lines. Your group can decide whether or not the lines should follow a rhyme pattern. After you get everyone's lines down on paper, you'll work together to blend the lines into a single poem that makes sense. Finally, be sure to title your poem.

Check out the sample collaborative poem below. It was written by two poets, without a set rhyme scheme. Once you complete your collaborative poem, copy the polished product onto the lines below. If you need more space, use a separate page.

### Compact Fluorescent Linguini (CFLs)

Curled like rotini pasta  
Twisted like spaghetti on my fork  
Whole grain and healthy  
But as tasty as dessert  
A delicacy that can change the world  
I think I'll serve mine with cheese on top.

---

---

---

---

---

---

---

---

---

---



## Lighting the Way to Your Inner Poet - Shape Poem

Are you an artist at heart? Why not try a SHAPE POEM: no rhyming, no word counts, no required parts of speech. All you need to do is write a poem in the shape of a CFL bulb. Don't worry, we'll give you a pattern.

The content of your poem can be anything relating to CFLs. The only requirement is that it must fit into the pattern. Check out the sample, then try writing your own. Copy your final draft onto the image on the next page.

### Carbon Footprint

As footprints go, Carbon wears a thirteen wide.  
Will hybrid cars and CFLs and living eco-wise  
Ever trim our footprint to a savvy size six?





Lighting the Way to Your Inner Poet -  
Shape Poem, continued





## Lighting the Way to Your Inner Poet - Haiku (pronounced hi-koo)

The HAIKU is a form of poetry invented in Japan. Haiku poets strive to portray an EVERYDAY experience or object in a SURPRISING new way. Light bulbs are definitely an “everyday object.” Our goal is to write poems which present Compact Fluorescent Lightbulbs (CFLs) in unusual or surprising ways.

When writing a haiku, you should include some reference to a SEASON. Try not to name the season directly, though. (For example, don’t write, “it was summer.” Instead, you could write about a “tingling pink sunburn.” You could also write, “kicking through leaf piles” to indicate autumn.)

When a haiku is written in Japanese, it consists of THREE LINES, starting at the top righthand corner of the page and going down. In the early 1900s, English-speaking poets began using the haiku format. In English, a haiku is also written in THREE LINES. However, these lines read across the page, from left to right. The image below is a loose translation of the haiku on the next page, titled “Firefly Buzz.”

蛍  
み  
た  
い  
電  
球  
ま  
る  
で  
新  
し  
い

In both languages, the poet must use a specific NUMBER OF SYLLABLES.

The first line has five (5) syllables.

The second line has seven (7) syllables.

The third line has five (5) syllables, just like the first.

The lines in a haiku should NOT RHYME.

There should be a BREAK in the haiku poem. This break should be in the form of a dash ( - ) or a colon ( : ) at the end of the first or second line. This break separates the initial idea from the final idea.

Traditional haiku do not have titles. However, in this activity, be sure to give your poem a TITLE.



## Lighting the Way to Your Inner Poet - Haiku, continued

Let's look at some examples of haiku that relate to CFLs:

### Firefly Buzz

The newest bulb:  
Change is glowing like fireflies  
Without the buzzing!

### CFLs with Chocolate

The new star, tasty  
With an argon-filled center -  
Served with hot cocoa?

Checklist - Do these sample poems meet the requirements for a haiku?

- UNRHYMED? Yes
- THREE LINES? Yes
- CORRECT NUMBER OF SYLLABLES 5-7-5? Yes
- DO THEY EACH HAVE A BREAK? Yes
- DOES EACH REFER TO A SEASON? Yes, fireflies only come out in summertime. Hot cocoa is usually a wintertime drink.
- DOES EACH HAIKU PORTRAY AN EVERYDAY EXPERIENCE OR OBJECT IN A SURPRISING WAY? Yes, the first haiku draws a comparison between nature and technological change. Also, the poem reminds us that old fluorescent lights made a buzzing sound, while new CFLs are silent. The title is also a play on words, because "the buzz" is a synonym for "the latest news." The second haiku suggests that a new piece of technology can be as desirable as a tasty dessert. It also teaches the reader that the element argon is used inside CFL bulbs. If you dig a little deeper, you might realize that a person using CFLs would WANT hot cocoa in winter because CFLs are very energy-efficient and give off little heat.

Now, consider what you've learned about CFLs. Use this knowledge and your personal experiences to write a haiku of your own. The checklist above will help you meet all of the haiku requirements. Write the final version of your poem on the lines at the bottom of this page. Don't forget to title your work.

---

---

---

---

---

---