

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

GENERAL

DEPARTMENT OF
EDUCATION
learners first

YEAR 6

The
Orb

GENERAL**GRAMMAR B**

Learners write imaginatively using Grammar B, an alternative style to the formal, traditional grammar (Grammar A). It includes sentence fragments, orthographic variations, lists, and other variants. Grammar B breaks the rules of standard written English as a means of communicating powerfully.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 1*

Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.

ACHIEVEMENT STANDARDS**English**

Students compare and analyse information in different explain how text structures assist in understanding the text. Students can use language features to show how ideas can be extended.

CONTENT DESCRIPTORS**English**

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618).

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800).

GENERAL CAPABILITIES**Intercultural Understanding***Recognising culture and developing respect*

Explore and compare cultural knowledge, beliefs and practices

Level 4 – describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom

Creative and Critical Thinking*Generating ideas, possibilities and actions*

Imagine possibilities and connect ideas

Level 4 – combine ideas in a variety of ways and from a range of sources to create new possibilities

Literacy*Text knowledge element*

Use knowledge of text structures

Level 4 – use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes

Learning Goals*Learners will:*

- » develop knowledge of the Grammar B creative writing technique
- » understand how to apply it in their writing
- » write poetry or prose using Grammar B techniques to empower their reflections and insights of a range of ideas and issues.

Learning Sequence**Activating and Engaging***Story Sharing*

Introduce students to stylistic techniques that help to free the imagination to write powerfully and spontaneously.

Select a number of poems or prose and discuss the various techniques used in them.

Exploring and Discovering*Deconstruct–Reconstruct*

Share the following techniques with learners and provide an example for each one. Generate a class discussion about each technique, checking for understanding.

A Selection of Stylistic Techniques from Grammar B:

Repetition is used to achieve a kind of momentum in writing by repeating sounds, words, ideas, forms, and parallel patterns. Here are some examples of repeated sentence starters for poetry:

<i>I am...</i>	<i>I am from...</i>	<i>Our team...</i>
<i>Our mob...</i>	<i>We are...</i>	<i>My place...</i>
<i>Our patch...</i>	<i>We are from...</i>	<i>I am the land, I...</i>

Sentence fragments are words or phrases that are intentionally not complete sentences. They are usually used to emphasise isolated ideas. A sentence fragment looks like a sentence (it has a capital letter at the beginning and a full stop at the end), but is not complete. Its purpose is to make the reader isolate and concentrate on individual images, ideas, or even words.

Orthographic Variation is calculated and controlled re-spelling.

- » Invention: Chocaholic, feminazi.
- » Creative Precision: instead of “What’s up?” you could write “Whassup?” to reflect how it is actually spoken in a particular dialect.

Double Voice is when you present two contrasting points of view simultaneously, juxtaposing them in order to highlight the contrast and make your reader think. There are many ways to do this: one voice could be in regular font and the other voice could be in italics, they could be set side-by-side in columns (this works well in emphasising the duality of the two points of view). What is important is synchronicity – *all things present in the present moment*. Have the voices synchronise at least one line.

Lists can be used to present items without any comment at all. Sounds, thoughts, objects, details, adjectives, names. A list confronts the reader with the images as a ‘still life.’ They have maximum impact, undiluted by framing text. They can be used for all sorts of things: describing a setting or creating depth to a character.

Synthesising and Applying

Non-linear

Ask students:

- » What is Grammar B?
- » How can Grammar B stylistic techniques help to free the imagination to write powerfully and spontaneously?
- » How does your writing change when you use Grammar B techniques to describe your personal reflections and experiences when on camp and on Country?

Have students write prose and poetry during camp programs and other journeys on Country, using Grammar B techniques to empower their reflections and insights.

Success Criteria

Learners:

- » participate in class discussion regarding the key questions
- » identify some of the techniques of Grammar B
- » use these techniques in a creative piece of writing to empower their reflections and insights.

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy

Glossary

Grammar B

Created by Audre Lorde, the term mythical norm describes the idealized characteristics of society that hold power and bring about oppression. **BP**

BP breakingprecedent.wikifoundry.com



State of Tasmania (Department of Education)
Published: May 2019