

## Stage 2 (Years 3 and 4) Invent Your Own Transport Kennings

### Scope and sequence summary

In this activity students will respond to visual texts and experiment with vocabulary choices to engage the listener or reader.

**Focus text:**

Eight photos of types of transport from the nineteenth and twentieth century

**Text type:**

Photographs



#### Resources (URLs from Library's online collection):

Fairfield Concrete Reiver model PF107T concrete mixer at the Smithfield plant

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=421753>



Cars and Trams on George Street, Sydney in 1960

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=153563>



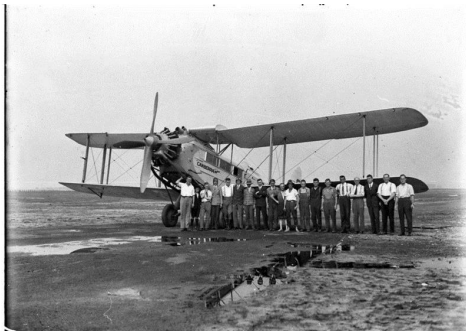
Double decker bus, cars and trams at Kings Cross, Sydney in 1939

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=388317>



Electrical repair truck with “cherry picker ladder”

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Group in front of De Havilland DH 61 "Canberra" (biplane)

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=14836>



Boy and baby in pedal car with rumble seat, ca 1925-1955

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=153407>



Hubert Opperman riding a tandem bicycle with a woman

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=153705>



Falketind (sailing ship)

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<b>Key activity/ies for learning</b>
<ul style="list-style-type: none"> <li>• Composing kennings</li> <li>• Composing poetry</li> </ul>
<b>Student Learning Activity</b>
<p><b>Background information for students:</b></p> <p><b>Kennings</b></p> <p><b>Etymology: (etymology is the study of the origin of words)</b></p> <p>Old Norse verb kenna “know, recognise; perceive, feel; show; teach; etc.”, as used in the expression kenna við “to name after; to express (one thing) in terms of (another)</p> <p><b>What is a kenning?</b></p> <p>A kenning is a way of describing an object or person without referring to them directly. They are a type of riddle or noun substitute.</p> <p>Kennings are a form of metaphor, originally used in Anglo-Saxon and Norse poetry. A kenning is a poetic phrase that substitutes for a noun.</p> <p>In the best kennings one element of the phrase will create an unexpected comparison.</p> <p>Kennings date from a time when swords might be described as a “widow-maker” or “a death bringer”, arrows as “war needles” or a battle as “metal-thunder”</p> <p>In a kenning, an object is usually described in a two-word phrase, such as 'whale-road' or 'seal's field' for 'sea'.</p> <p>An Anglo Saxon poet, known as a <b>scop</b>, would commonly use <b>alliteration</b> in their kennings, but not all do so. Alliteration is repetition of a vowel sound.</p> <p>Some kennings rhyme or use <b>consonance</b>, or repetition of the consonant sound The kenning “sea-steed” for a boat or ship repeats the consonant “s”. A steed is another name for a horse.</p>

## TYPES OF KENNINGS

### Four types of kennings with examples:

- **Open Kenning (adjective noun format-or adverb noun)**

flying mouse (bat)

frozen road (ice covered river)

white death (avalanche)

- **Hyphenated Kenning (noun-noun format or verb-noun)**

bone-house (human body)

word-fisher (poet)

shiver-powder (snow)

word- hoard (good vocabulary, an eloquent person)

water-rope (icicle)

button- talking (texting on a mobile phone)

- **Possessive Kenning ('s or s' format using an apostrophe)**

whale's road (the sea)

the knife's wife (fork)

Sky's black cloak (night)

- **Prepositional Kenning (add any preposition)**

giver of gold (king)

bed of fishes (bottom of the sea)

ship of night (moon)

A preposition links nouns, pronouns and phrases to other parts of a sentence

Common prepositions include:

about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, and without.

**Warm up Activity: See Appendix 1**

### **STUDENT ACTIVITY 1**

Invent some kennings for the following nouns that describe types of transport.

A good example of a kenning used in everyday language for a type of transport is “cherry picker”. This kenning describes a truck that has an extendable ladder for lifting people high in the air.

Use the table in **Appendix 2** to help you organise your responses. Some of these types of transport may be unfamiliar so please ask your peers or teacher if you are unsure about what they may be.

## **STUDENT ACTIVITY 2**

### **List poem**

#### **What is a list poem?**

A list poem consists of a list or inventory of things. The poem is created by a list of images that build up to describe its subject.

The list poem is an ancient tradition in poetry and there are examples in The Iliad by Homer and in the Bible. The poet Christopher Smart composed a famous list poem which details all the daily activities of his cat Geoffrey.

List poems are often very deliberately organised and are not simply random lists of images.

A list poem often concludes with a startling or surprising image. The last line is often a strong or important element of the poem.

#### **Activity:**

Create a list poem that describes a type of transport using kennings.

The poem consists of a list of kennings that describe the form of transport.

Try to write about ten lines.

You might use a kenning for your title.

This can be an individual task or completed in pairs or small groups.

#### **Hint:**

Remember that a kenning is a type of riddle.

A list poem that comprises of a list of kennings can also be a form of riddle.

Each line is like another clue that gives the reader a chance to guess the subject of the poem.

Organise your poem so the hardest clues are at the start of the poem. The kenning that is most obvious should be one of the last lines of the poem. Your final line might name the object that is described by your kennings.

#### **Organising your lines or kennings:**

To help you organise your kennings you might write each one on a strip of paper. Move these around on a desk until you get the order you prefer. Then quickly paste the strips onto a piece of paper so that your preferred order is not lost!

You can also edit in this way using cut and paste in a Word document or in a PowerPoint slide.

### **The “Epic” List Poem**

One approach to this activity is to create an “epic” list poem describing a form of transport that includes a kenning from everyone in the class, including the teacher.

An epic poem is a very long poem.

Have the whole class perform the poem by reading their kennings around the room.

Alternatively you could write each kenning on a card and display these around the room as a kenning trail for the reader to follow.

Ask students or teachers from other classes to follow this trail and see if they can guess the subject of the poem.

You might indicate the different points on the trail where individuals solved the riddle of this epic kenning poem.

### **Performing your list poem:**

The Norse and Anglo Saxon poems that featured kennings were mostly spoken or performed so it makes sense to perform your list poem.

You might like to have a competition where each person reads or performs their kenning list poem and members of the class try to guess the type of transport that the kennings describe.

Award a small prize or points to the first person who solves the riddle and guesses the type of transport the poem describes.

Make sure you ask the students solving the riddle to explain the kenning so you know it is not a random guess!

You might end with a reveal of the image from the online collection of the State Library of New South Wales that has inspired the poem.



### **STUDENT ACTIVITY 3**

#### **Responding to images of types of transport in the online collection**

The collection of the State Library of New South Wales includes thousands of images of types of transport. Many of these images are available for access online.

Among the strengths of the collection are ship illustrations (strongest in later nineteenth century and early twentieth century ships) and aviation images.

You might ask your students to create kennings to describe types of transport depicted in artworks such as paintings, watercolours, drawings, prints and photographs from the online collection of the State Library of New South Wales.

They might search the online collection to find their own image of a form of transport that will be the inspiration for their own writing.

Use the Search function on the Library Home page to search Pictures and Manuscripts for digital copies of paintings in the Library's collection.

You can also click on the link below to go to the Discover Collections section of the Library's website and see more information about the history of Aviation in Australia.

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/aviation/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/aviation/index.html)



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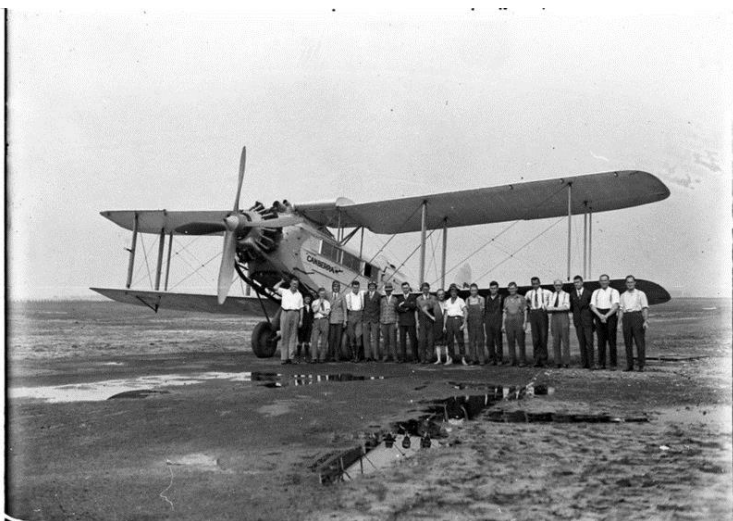
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**Boy and baby in pedal car with rumble seat Photograph by Sam Hood, ca 1925-1955**

A rumble seat or dickey seat was a seat for a passenger that folded out from the body of a car.

They were a feature of cars up until the late 1940s.

Sitting in the rumble seat offered very little protection from the weather. They were sometimes known as the "mother in law seat".

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**Hubert Opperman riding a tandem bicycle with a woman**

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## NSW Syllabus for the Australian Curriculum: English K-10

### OUTCOMES

A student:

- uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words EN2-5A
- identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts EN2-7B
- uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts EN2-9B
- thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts EN2-10C

## **CONTENT**

Students:

EN2-5A

Develop and apply contextual knowledge

- understand how accurate spelling supports the reader to read fluently and interpret written text

Understand and apply knowledge of language forms and features

- understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)

EN2-7B

Develop and apply contextual knowledge

- identify and analyse the purpose and audience of imaginative, informative and persuasive texts
- understand how characters, actions and events in imaginative texts can engage the reader or viewer

Understand and apply knowledge of language forms and features

- understand how a range of language features can shape readers' and viewers' understanding of subject matter
- describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts
- use images in imaginative, informative and persuasive texts to enhance meaning

Respond to and compose texts

- compare and review written and visual texts for different purposes and audiences

EN2-9B

Develop and apply contextual knowledge

- understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning
- understand that choice of vocabulary impacts on the effectiveness of texts

Understand and apply knowledge of vocabulary

- experiment with vocabulary choices to engage the listener or reader

Respond to and compose texts

- compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience

EN2-10C

Engage personally with texts

- share responses to a range of texts and identify features which increase reader enjoyment
- respond to texts by identifying and discussing aspects of texts that relate to their own experience

Understand and apply knowledge of language forms and features

- identify creative language features in imaginative, informative and persuasive texts that contribute to engagement

### Learning Across the Curriculum

- creative and critical thinking

### Content and Text Requirements

**In each year of Stage 2 students must study examples of:**

- visual texts
- media, multimedia and digital texts

**Across the stage, the selection must give student experience of:**

a wide range of cultural, social and gender perspectives, popular and youth cultures

- an appropriate range of digital texts, including film, media and multimedia
- everyday and community texts



## Appendix 1

### Warm-up Activity

In the table below you will find some modern kennings. Solve the riddle and identify the noun kennings are describing.

KENNING	NOUN/ OBJECT
couch potato	
gas guzzler	
eye candy	
head hunter	
muffin top	
land line	
cancer stick	
sky scraper	
white death	
rug rat	
web surfer	
pea brain	
gold digger	

**Activity 1 - INVENT YOUR OWN TRANSPORT KENNINGS**

NOUN	KENNING
car	
ferry	
helicopter	
hot air balloon	
hovercraft	
sail boat	
scooter	
skate board	
tank	
train	
tricycle	
unicycle	
zeppelin or blimp	

Add your own examples of types of transport to the list and then invent your own kennings