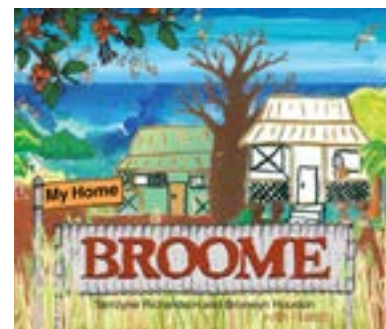


Magabala Books • Teacher Notes

My Home Broome

by Tamzyne Richardson and Bronwyn Houston
with friends



Teacher Notes prepared by Christina Wheeler

OVERVIEW

My Home Broome is a beautiful picture book set in the town of Broome in Australia's north west. Inspired by a poem written by nine year old Tamzyne Richardson, *My Home Broome* is a rich collage of interesting facts and vibrant artwork that reflects the town's rich history and diverse ecology. The illustrations include a range of artworks by local primary school children who worked with artist Bronwyn Houston.

THEMES

- Aboriginal culture and customs
- Broome history and environment
- Community
- Place

AUDIENCE AND WRITING STYLE

Suitable for middle and upper primary students, each spread of *My Home Broome* is based on a stanza of the poem written by nine year old Tamzyne Richardson. Additional text boxes and illustrations share information about the cultural, historical and environmental features of Broome. *My Home Broome* provides a great model for students wishing to explore their own community.

LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to English and Humanities and Social Sciences at year levels: 3–6. The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities.

CULTURAL NOTES

For information about teaching Australian Indigenous content see [Teaching Indigenous content with Magabala Books](#).

ABOUT THE AUTHOR AND ILLUSTRATOR

Tamzyne Richardson wrote the poem 'My Home Broome' when she was nine years old and at home recovering from swine flu. It describes features of her home town, Broome. Tamzyne is descended from the Yawuru and Bardi people of the Kimberly region of Western Australia.

Bronwyn Houston is descended from the Nyiyaparli clan in the Pilbara region of Western Australia. She illustrated *Loongie the Greedy Crocodile* in 2008 and authored and illustrated *Staircase to the Moon* (2011), *Counting Aussie Animals in my Backyard* (2014) *Animals in my Garden* (2016) and *Return of the Dinosaurs* (2016).



CLASSROOM IDEAS

- Before reading *My Home Broome*, brainstorm what students may already know about Broome.
- Each page opening of *My Home Broome* features a specific feature of the town. Create a list of these features. In small groups, categorise these features, devising your own sub-headings.
- Select one of the page openings on which to conduct further research. What information, if any, could you add to this page?
- What does the author think about Broome? What clues does the reader get that show her connection to the town?
- Discuss the term 'home'. What makes a place a home? Where's your home?
- Use Google Earth to visit Broome online. Use 'street view' to visit some of the features of Broome that feature in the text.
- Research the pearling industry in Broome and the impact that this industry has had on the cultural diversity of the region. Create an information report that shares your findings.
- Broome became home to many new cultures as a result of the pearling industry. Find evidence of different cultures that feature in *My Home Broome*?
- Select one of the local species of flora or fauna in *My Home Broome* to investigate further. How do local species help to define a community?
- Make bush damper using the recipe included in *My Home Broome*.
- As a class or in small groups, create your own book about your home. Brainstorm geographical, cultural and historical features that make the place you live unique. Plan an excursion to capture these features using digital cameras and sketches. Write poetry and use your images to help create a book.
- Using just the poem from *My Home Broome*, investigate the poetic techniques used by the author. Use these techniques to help with the creation of your own poem about your area.
- Experiment with collage and the artistic techniques used by the illustrators in *My Home Broome*. Use similar techniques when illustrating your own book/page.
- Interview a community member about their memories and experiences of living in your city, town, suburb or region. Write a feature article that shares this person's perspectives.
- What is Broome-talk? Give examples from the text. Does your local community have its own type of language?



Year 3	English	Humanities and Social Sciences
	<p>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p> <p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)</p> <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)</p> <p>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</p>	<p>History</p> <p>The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)</p> <p>How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)</p> <p>Geography</p> <p>The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)</p> <p>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)</p> <p>Civics and Citizenship</p> <p>Why people participate within communities and how students can actively participate and contribute (ACHASSK072)</p>
<p>Year 4</p>	<p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)</p> <p>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)</p> <p>Create literary texts that explore students' own experiences and imagining (ACELT1607)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</p>	<p>History</p> <p>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)</p> <p>Geography</p> <p>The importance of environments, including natural vegetation, to animals and people (ACHASSK088)</p> <p>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)</p> <p>Civics and Citizenship</p> <p>The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)</p>



<p>Year 5</p>	<p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</p> <p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)</p>	<p>History</p> <p>The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)</p> <p>Geography</p> <p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)</p>
<p>Year 6</p>	<p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</p>	<p>History</p> <p>Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)</p> <p>The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)</p>
<p>Cross curriculum priorities</p> <p>Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia</p>		
<p>General capabilities</p> <p>Literacy, Personal and social capability, Intercultural understanding</p>		

