

Magabala Books • Teacher Notes

My Home in Kakadu

Written by Jane Christophersen

Illustrated by Christine Christophersen

Teacher Notes prepared by Christina Wheeler

OVERVIEW

Through the eyes of her granddaughter, Tarrah, respected Bunitj Elder Jane Christophersen reveals the beauty of life in Kakadu and the significance of the changing seasons to those who live there. Striking illustrations show all the elements of daily life as Tarrah goes bush with her family, gathering fruits, fishing and hunting.

THEMES

- Indigenous Culture
 - Kinship and importance of family
 - Respect for nature
 - Respect for elders
 - Bush tucker and traditional food preparation, cooking and sharing
 - Seasons
- Kakadu

AUDIENCE AND WRITING STYLE

My Home in Kakadu shares the beauty of the six seasons in Kakadu as Tarrah and her family use the changing weather patterns to fish, hunt and gather bush tucker using traditional indigenous methods. From tracking crocodiles to using digging sticks to find turtles in the mud, readers are taken on a tour of the Kakadu National Park. The text is accessible to independent readers, but is also suitable as a read-aloud to younger readers, making it appropriate for early childhood through to middle primary.

ABOUT THE AUTHOR AND ILLUSTRATOR

Jane Christophersen is a respected Elder of the Bunitj people of Kakadu National Park. Raised in Kakadu during her early years, Jane is a strong advocate of cultural education. She believes that learning from experience is the most valuable way of teaching and that knowledge passed on through Aboriginal families is important for all children.

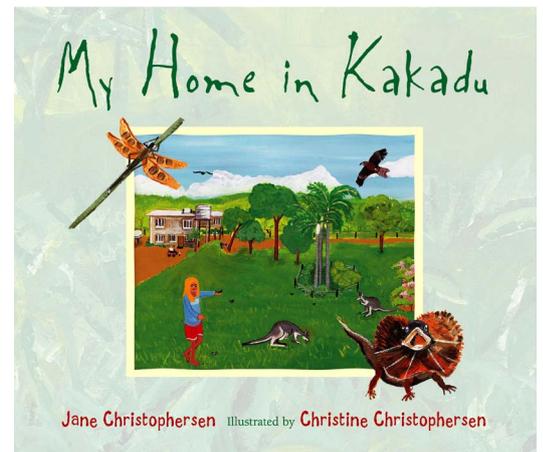
Christine Christophersen has had a diverse background as an artist, journalist, researcher, administrator, writer and activist. Christine's art was highly commended in the 2004 Telstra Art Awards and in the 2006 Fremantle Print Awards. She has also won awards in the area of music, sport, entertainment and community services.

LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years F-4
Humanities and Social Sciences	Years F-4
Science	Years F-1; 4
Mathematics	Year 2
The Arts	F-2; 3-4

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.



CLASSROOM IDEAS

English

- Before reading, locate Kakadu on a map of Australia. What can you tell about the landscape of Kakadu from the cover and end papers of the book?
- After reading *My Home in Kakadu*, view the following Lonely Planet YouTube clip that introduces Kakadu to travellers. How similar and different is it to the way in which Tarrah describes her homeland?
<https://www.youtube.com/watch?v=HjloAw34p4w>
- As you read *My Home in Kakadu*, keep note of the similarities and differences between your daily life and that of Tarrah. How do you get to school? How long does it take? Do you have siblings and cousins? Do you help prepare food for your family to eat? Create a visual comparison using a graphic organiser or mind map.
- What does Tarrah learn about her culture from her grandmothers and parents? What have your parents/grandparents taught you about your heritage?
- Create a menu of the bush tucker that Tarrah and her family cook whilst at the Red Lily Billabong.
- Explain how you would know whether or not a crocodile is close by or has been in the area?
- In the role of Tarrah or one of her brothers, write a recount of your bus trip to school, including things that you would see on your journey.
- List all of the bush tucker that Tarrah tells us about in *My Home in Kakadu*. What clues does Tarrah use in order to hunt/gather this food.
- Tarrah's two grandmothers are both traditional owners and elders of their clans. Discuss the significance of these important roles in Aboriginal culture.
- How important are the skills being taught to Tarrah to the Aboriginal way of life?
- Create a 'Survival Guide for the Bush' based on *My Home in Kakadu*.
- Write a recipe or set of instructions for cooking the bush tucker gathered on the camping trip.
- Write a recount of the camping trip to Red Lily Billabong, imagining you are one of the children on the trip. Alternatively, write a recount of a camping trip you have had with your family.
- Why is it important that Tarrah and her cousins learn how to clean, cook and share the food they have gathered? How important is it that this knowledge is passed on through generations? What knowledge has been passed on in your family?
- How are paperbark and melaleuca trees used in Aboriginal cooking?
- How has the author blended traditional Indigenous culture with modern times? What does this tell us about modern-day Indigenous culture?
- Compare *My Home in Kakadu* with stories in Jane Christopherson's *Kakadu Calling*.

Humanities and Social Sciences

- View the map opposite the title page showing where Tarrah's home is in relation to her school, Red Lily Outstation and other landmarks. Draw your own map that shows the location of your home in relation to your school and other places you regularly visit.
- As you read *My Home in Kakadu*, keep a journal of the aspects of Indigenous culture incorporated in the text, including the methods of hunting and gathering for food, and preparing, cooking and sharing the food as well.
- Use the following inquiry questions (or develop your own as a class) to practise research and note-taking skills. Write each question on a separate note-taking sheet.
 - What are the names of the six seasons in Kakadu?
 - What are the different weather patterns of each of the six seasons?
 - Which foods are plentiful during each season?
 - What clues help people to know that the next season is on its way?
 - How do billabongs provide bush tucker?



- Use both *My Home in Kakadu* and the websites listed below to take detailed notes for each question:

<http://www.kakadutourism.com/seasons/>

<http://www.environment.gov.au/topics/national-parks/kakadu-national-park/natural-environment/six-seasons>

<https://parksaustralia.gov.au/kakadu/discover/nature/seasons/>

Use this research to write a paragraph about hunting and gathering for food. Use the TEEL structure when writing the paragraph (Topic sentence, Explain/Elaborate, Examples/Evidence, Linking sentence).

- Explain the significance between the changing seasons and Aboriginal customs in Kakadu. How are the two linked?
- Discuss the use of particular tools and utensils used in *My Home in Kakadu*. What role does hunting, gathering and fishing play in Indigenous culture?
- Why has the author written *My Home in Kakadu*? What does this tell us about the importance of Kakadu in her life and her desire to share this with a wider audience?
- In what ways do Tarrah and her family look after Kakadu so that it will survive forever?
- Research the history and culture of Kakadu. Create an information report or tourism poster about Kakadu.

Science

- Create an infographic or poster to share your understanding of the various seasons in Kakadu. (Search for 'Six Seasons of Kakadu' on Google Images for examples.)

Mathematics

- Create a table with three columns that shares information about the four traditional European seasons and their months, the two seasons (the Wet and the Dry) recognised by most people in the Northern Territory, and the six seasons of Kakadu.

The Arts

- Select one of the seasons described in *My Home in Kakadu* on which to create your own illustrations.
- In small groups, choose a section of *My Home in Kakadu* to either dramatise as a short play or choreograph as a dance.
- Use the link below from the Australian Curriculum's website to see an example of exploring seasons through dance: <https://www.australiancurriculum.edu.au/resources/work-samples/samples/pairs-seasons-at/>



APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
F	English Literature <ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) Identify some features of texts including events and characters and retell events from a text (ACELT1578) Share feelings and thoughts about the events and characters in texts (ACELT1783) Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)
	Humanities and Social Sciences (HASS) Geography <ul style="list-style-type: none"> The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016) The reasons why some places are special to people, and how they can be looked after (ACHASSK017)
	Science <ul style="list-style-type: none"> Daily and seasonal changes in our environment affect everyday life (ACSSU004)
1	English Literature <ul style="list-style-type: none"> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584) Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) Literacy <ul style="list-style-type: none"> Respond to texts drawn from a range of cultures and experiences (ACELY1655)
	Hass (History) Inquiry and Skills <ul style="list-style-type: none"> Collect data and information from observations and identify information and data from sources provided (ACHASSI019). See elaborations. How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029) Geography <ul style="list-style-type: none"> How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029) The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)
	Science <ul style="list-style-type: none"> Observable changes occur in the sky and landscape (ACSSU019)
2	English Literature <ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
	Humanities and Social Sciences (HASS) Geography <ul style="list-style-type: none"> The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)
	Mathematics <ul style="list-style-type: none"> Name and order months and seasons (ACMMG040)



3	English Literature <ul style="list-style-type: none"> • Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) • 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)
	Humanities and Social Sciences (HASS) History <ul style="list-style-type: none"> • The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)
4	English Literature <ul style="list-style-type: none"> • Create literary texts that explore students' own experiences and imagining (ACELT1607)
	Humanities and Social Sciences (HASS) History <ul style="list-style-type: none"> • 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) Geography <ul style="list-style-type: none"> • The importance of environments, including natural vegetation, to animals and people (ACHASSK088) • The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)
	Science <ul style="list-style-type: none"> • Living things depend on each other and the environment to survive (ACSSU073)
F-2	The Arts Dance <ul style="list-style-type: none"> • Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003) • Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004) Visual Arts <ul style="list-style-type: none"> • Create and display artworks to communicate ideas to an audience (ACAVAM108) • Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)
3-4	The Arts Dance <ul style="list-style-type: none"> • Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007) • Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008) Visual Arts <ul style="list-style-type: none"> • Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110) • Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)
Cross-Curriculum Priorities Aboriginal and Torres Strait Islander Histories and Culture; Sustainability	
General Capabilities Intercultural Understanding; Literacy	

