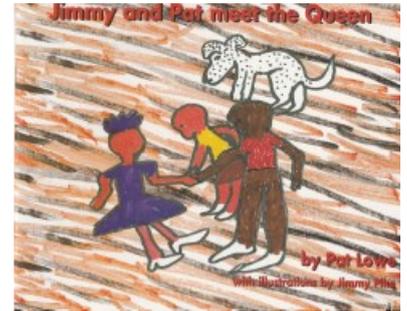
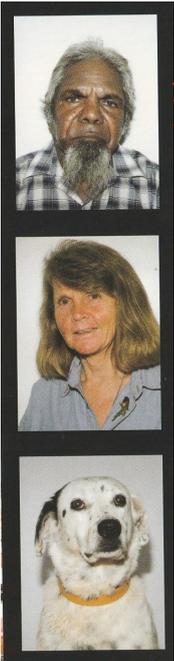


Jimmy and Pat Meet the Queen

By Pat Lowe and Jimmy Pike



PARTICIPANTS



Jimmy Pike was a well-known Walmajarri artist who spent his early years as a semi-nomadic hunter in the Great Sandy Desert. Later, he worked on cattle and sheep stations in the Kimberley, and then tried his hand at other jobs, including helping to put up houses on communities. Jimmy spent some years in prison, where he took up drawing and painting, and began to make a name for himself as an artist.

Pat Lowe is a writer and psychologist who grew up in England. She taught at secondary schools in France and East Africa and has spent more than half her life in Western Australia. She met Jimmy Pike when she was working as a psychologist at Broome Prison, and later joined him at his desert camp, where the pair stayed for three years, before moving to Broome. Pat has written a dozen books, many of them in collaboration with Jimmy.

Kilu was a large dog of mixed descent born at Ngumpan. Kilu was a brave hunter of cats and goannas.

Teacher Notes prepared by David Murphy

LINKS TO THE WESTERN AUSTRALIAN ENGLISH CURRICULUM: YEARS 7—10

What follows are some suggestions for activities linked to the Western Australian English Curriculum. As with any textual study, there is the potential for broader links to the curriculum depending on the creativity of the teacher's delivery.

Year 7 English

Language for Interaction

Understand how accents, styles of speech and idioms express and [create](#) personal and social identities ([ACELA1529](#))

Possible activities:

- build a database of local idioms and their meanings, accents and styles of speech for different contexts, explore the possibilities of these choices in drama and role play, and discuss their connection with personal and social identities
- develop dialogues authentic to characters in comics, cartoons and animations

Literature and Context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ([ACELT1619](#))

Possible activities:

- identify and explain differences between points of view in texts, for example the lawyers, the Walmajarri people, the queen or different perspectives based on culture, gender or age build knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples 🖐️

Year 8 English

Literature and Context

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ([ACELT1626](#))

Possible activities:

- comparing attitudes and ideas in texts drawn from contexts that are different to students' own, (the lawyer, Pat, Jimmy and other Walmajarri people, the queen) investigating texts about Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints

Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors ([ACELT1806](#))

Possible activities:

- explaining how individual interpretations of these aspects are influenced by students' own knowledge, values and cultural assumptions
- selecting aspects of a text related to Country/Place, People, Identity and Culture and adapt it for a new context, noting if changes in one aspect will result in changes in another 🖐️

Year 9 English

Literature and Context

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts ([ACELT1633](#))

Possible activities:

consider the different ways these texts represent people, places, things and issues

Year 10 English

Literature and Context

Evaluate the social, moral, and ethical positions represented in texts ([ACELT1812](#))

Texts in Context

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in *Jimmy and Pat Meet the Queen* through language, structural and/or visual choices ([ACELY1749](#)) analyse the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the way issues are presented and reported in a range of texts