



# Excursion to Tomato Lake 5: meeting place (English)



Tomato Lake, an Aboriginal Perspective Across the Curriculum (APAC) sequence of activities for K – 7:

- Excursion to Tomato Lake 1: history of Tomato Lake (T & E)
- Excursion to Tomato Lake 2: safety at Tomato Lake (Health & Physical Education)
- Excursion to Tomato Lake 3: focus on Aboriginal names for flora and fauna (LOTE)
- Excursion to Tomato Lake 4: focus on art (The Arts)
- **Excursion to Tomato Lake 5: meeting place (English)**
- Excursion to Tomato Lake 6: gathering information about vegetation at Tomato Lake (Mathematics)

## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
	✓	✓	

### MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Maths	Science	S & E	T & E
✓	✓ ✓	✓	✓	✓	✓	✓	✓

### VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓	✓	✓	✓

### DISTRICT

This lesson has been developed by teachers in the following district:
<b>Canning</b>

## TOPIC INFORMATION

### PURPOSE

To provide students with an opportunity for students to explore Tomato Lake from an Aboriginal perspective, and communicate their responses through art.

### STUDENT OUTCOMES

#### Students:

- understand their own biology and that of other living things, and recognize the interdependence of life (Science – Life and Living).
- use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct (Mathematics – Measurement).
- demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles (Health & Physical Education – Self Management Skills).





- understand that people's actions and values are shaped by their understanding and interpretation of the past (Society & Environment – Time, Continuity and Change).
- design, adapt, use and present information that is appropriate to achieving solutions to technology challenges (Technology & Environment – Information).
- comprehend and communicate in the target language through listening and responding and speaking (Languages Other Than English – Listening and Responding and Speaking).
- generate artworks that communicate ideas (The Arts – Art Ideas; Art Skills and Processes; Art Responses and Arts in Society).
- **write for a range of forms using conventions appropriate to audience, purpose and context. (English – Writing).**

### STUDENT OUTCOME (English – Writing)

Students write a narrative based on their visit to Tomato Lake.

### KEY BACKGROUND POINTS

Tomato Lake measures approximately 350 metres (North-West/South-East axis) by approximately 80 metres. It is located in a recently landscaped park between Oats Street, President Street and Kambalda Way, in Kewdale.

As far as could be ascertained, no permanent camps were located in recent times in the vicinity of the swamp which has been drained and landscaped to form the existing lake. It was, however, a favoured turtle-fishing site for Aboriginal people from the Guildford area and was visited frequently for that purpose. Men would dive for the turtles and fish while the boys were taught these skills. Women would make baskets from reeds and bushes, and nets to catch fish and gather food in the area.

Read the Department of Education and Training booklet, Tomato Lake, for information about many aspects of Tomato Lake.

### CULTURAL & PROTOCOL CONSIDERATIONS

It is vital that teachers consult Aboriginal Elders in their community and/or the District Advisory Council. Also consult with the Aboriginal personnel in your school and District Education Office Aboriginal Services team to learn correct protocols before teaching Aboriginal culture and/or language (e. g. Noongar language to be taught by a Noongar person; Torres Strait languages to be taught by a Torres Strait Islander ...). Pay particular attention to how people should conduct themselves in the environment.

### RESOURCES

Medium	Author, producer, developer etc	Title	Source
booklet	Department of Education and Training	<i>Tomato Lake</i>	check with District Education Office





# TEACHING AND LEARNING STRATEGIES

## TEACHING RESOURCES

- clip board
- pencils
- paper
- digital camera

## LESSON STEPS

The lesson in this series titled **Excursion to Tomato Lake 1: history of Tomato Lake (T & E)** provides an excellent introduction to the series and also a background for the excursions. We suggest you complete that lesson prior to this.

Please use the following ideas in ways that best suit your students' needs, dividing them into the number of lessons appropriate for their phase of development and your timetabling constraints.

### Preparation:

- **Organise** excursion to Tomato Lake according to DET guidelines and your school policy.
- **Consult** with Aboriginal Elders and/or the Aboriginal personnel in your school and District Education Office Aboriginal Services team for Noongar words relevant to this activity, e. g. lake, water, drawing, tree ... This is also a good opportunity to reinforce words from lesson 2 in this series, **Excursion to Tomato Lake 2: focus on Aboriginal names for flora and fauna (LOTE)**.
- **Where possible, include** Aboriginal staff members, parents or community members in your excursion to Tomato Lake, ideally one per group.
- **Arrange** for a Noongar speaker to accompany you and provide names of plants, animals and other things in the environment.
- **Explain** to students before leaving school what you are going to do on the excursion and on return to school.
- **Divide** students into small groups, allocating a staff or community member to each group.
- **Organise** students to be responsible for taking photos on the excursion.

### Implementation

#### On the excursion

Students, in groups, are to participate in an environmental walk around Tomato Lake, focusing on visual aspects of their visit.

#### On arrival at Tomato Lake, discuss:

- reasons why students are visiting/have visited Tomato Lake.
- reasons Aboriginal people would have used this area for a meeting place, fishing, turtle fishing ...

Then,

- **Walk** around lake, asking students to imagine what it was like before development.
- **Ask** students to write brief notes on this.
- **Discuss** how they think Aboriginal people would have hunted for turtles, asking Aboriginal co-teacher to guide discussion.
- **Ask** questions like: What age would they have been to do this? Do men or women do the hunting? What would they have used for catching them? If there was to be a meeting at Tomato Lake, what may have been discussed? Why was it important to have meetings?
- **Ask** Aboriginal co-teacher to describe to students what they know about traditional Aboriginal people's uses of Tomato Lake.
- **Take photos** of locations and animals seen.





## Follow-up classroom lesson

### Whole class

- **Recount** information discovered during excursion about why traditional Aboriginal people visited Tomato Lake.
- **View and discuss** photos of the excursion.
- **Explain** to students they are to write a story about traditional Aboriginal people visiting Tomato Lake.
- **Revise** what a story/narrative is, and its framework.
- **Discuss** setting, characters and plot.
- **Ask** students to imagine they are at Tomato Lake before it was developed (setting).
- **Brainstorm** possible characters they may have in their stories.
- **Brainstorm** ideas about why they are at Tomato Lake, e. g. they are going on a hunting trip for turtles, or to a meeting place with their friends ...
- **Brainstorm** some of the things they might see, use, and do ... Where possible, encourage students to include the Aboriginal word in their story – and show them ways of providing translations (e. g. glossary).

### Working individually

- **Distribute** A4 paper to students and ask them to divide it into 4 columns (landscape orientation).
- **Ask** students to write one of these headings at the top of each column: **Who? Where? When and why? What?**
- **Ask** students to write details about what they will write in their story in each the columns:
  - **Who?** – list the characters;
  - **Where?** – describe the setting;
  - **When and why?** – explain when your story happens and why the characters are at that setting; and
  - **What?** – notes about the series of events that happen to their characters.
- **Explain** to students, when this planning sheet is complete, they can use it to write a full draft of their stories.
- **Complete** the cycle of draft, self-edit, conference, edit, re-write final copy.

On completion of stories assemble them into a class book to share with others.

## ASSESSMENT

Aspects to assess include:

- Students' participation in class discussions and brainstorming sessions.
- Ability to identify and use a narrative framework.
- Ability to imagine an appropriate setting, characters and events.
- Completion of the '**Who? Where? When and why? What?**' planning guide.
- Ability to write a narrative using the information planned.
- Did the students include any Aboriginal words in their story?
- Participation in the editing cycle.
- Production of a final copy that meets all requirements.

### Acknowledgements / Thanks to contributors.

Department of Indigenous Affairs,

Jane Pisan (writer), Alwyn Evans (editor)

Produced by DUIT Multimedia for the Aboriginal Perspectives across the Curriculum program.

