



FIRST CONTACTS / GOVERNMENT AND SOCIETY

Year 4 Student Pre-Visit Resource

Government: A group of people who have the authority to control or govern a community (local government), state (state government) or country (federal government). This group of people makes laws and oversees them.

Society: A community in which people live and have shared laws, traditions and values. Those shared laws, traditions and values often differ from one country to another and even from place to place.

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The Old Court House

When you visit the Francis Burt Law Education Programme, you will come into the Old Court House.

The Old Court House is the oldest building in the City of Perth. It was built in 1836 at a cost of £698. At the time it was built it was the largest building in the Colony and it was used for many things apart from a court house. It was like a community centre.¹ The first school in Perth was held in the Old Court House. It was also used for concerts, meetings, church services and an immigration depot.

1. If the Old Court House was built in 1836, how old is it now?

It is really important to remember that the Aboriginal Peoples of Western Australia had been living in Western Australia for tens and thousands of years before the British came here in 1829. The Aboriginal Peoples of Western Australia had their own lores (laws) and legal system before 1829 and they still have their own lores and legal system today.

¹ HASS Chats, Old Court House Law Museum by Richard Offen <https://learning.heritageperth.com.au/learning/hasschats/>

Heritage Perth: Hass Chats Activity

INSTRUCTIONS

Go to the [Heritage Perth website](#) and watch the following Heritage Perth HASSCHATS. Complete the tasks below.

[Welcome to Country](#)

1. Who can perform a Welcome to Country ceremony?

2. What is the purpose of the Welcome to Country?

[Perth: The Noongar View](#)

3. What name did Perth use to be known as?

4. Name two things that Dr Richard Walley says the people used to do in this area.

5. Why is the area important and special to the Noongar people?

[The Old Court House](#)

	True	False
6. The Old Court House was like the community centre in the early days of the colony?		

7. The Old Court House was built to be a court house, however it was the only public hall in Perth at that time. What were some of the other uses of the Old Court House?

8. Can you think of a local building in your community that is used for different purposes and is like the community centre?

Yes / No

9. What kinds of things is that building used for?

[Government House](#)

10. What is the Governor's role?

11. Has the role of the Governor changed since we first had a Governor in the Colony?

12. Why was the Ballroom added to Government House?

13. What is the Executive Council room used for?

[Council House](#)

12. We have three levels of Government in Australia – Federal Government, State Government and Local Government. Which level does Council House belong to?

14. What is significant about the Council House building?

15. The Perth City Council has a number of roles. Can you name two things that the Council is responsible for?

Text Study for English: Alice in Wonderland

INSTRUCTIONS

1. Read the story of *Alice in Wonderland* by Lewis Carroll. A picture story version can be found at [Alice in Wonderland](#).
2. Describe some of Alice's actions in the story.

3. In chapters 11 and 12 of the story, there is a trial. What did Alice know about a court of justice?

4. Who was the judge?

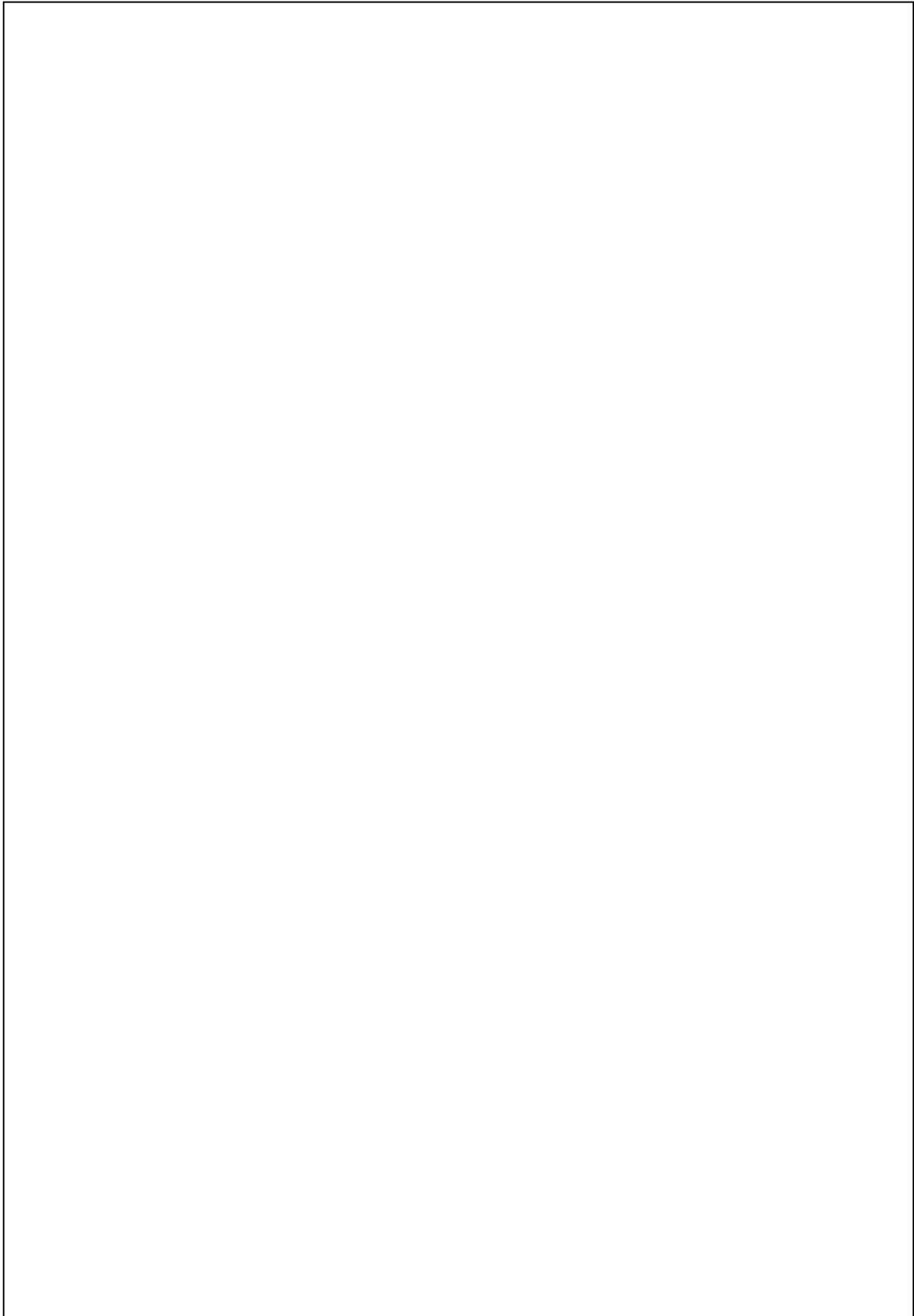
5. Who were the jury?

6. What did the jury do?

7. What role did the witnesses have in the trial?

8. The King kept asking for a verdict. Why was this rejected during the trial?

9. Based on your own knowledge, draw a diagram of what you think a court room would look like.



Discussion: Alice in Court

- 1. In the mock trial you will do as part of the Francis Burt Law Education Programme tour, Alice is charged with disturbing the peace. What do you think disturbing the peace means?**

- 2. Which of the following is an example of disturbing the peace in a legal sense where the person might find themselves charged with breaking the law and have to appear in court? Give reasons for your choice.**

- a) A three year old child is in a supermarket and is screaming and shouting loudly. His mother asks him to quieten down but instead he lashes out and kicks a display stand which causes packets of biscuits to fall over and block the aisle in the shopping centre.
- b) A young adult, approximately 19 years old, is seen outside a shopping centre shouting loudly at people as they pass by. He appears to be drunk and is very angry. He kicks a sign over and blocks a pathway. He is then seen going to the toilet in an alley way.

The Importance and Purpose of Laws

Under the law, everyone has the same rights and responsibilities.

TASKS

1. **What are some laws that you know? Make a list below using the following sentences:**

“You can’t” OR “You mustn’t”

e.g. “You can’t bully people on social media”

2. **Why do you think we have laws?**

3. **Laws help protect different things. They help protect:**

- a) **People:** people need to feel safe
- b) **Property:** people need to feel that their property is safe
- c) **Public order:** public order means that there is not widespread crime in society. This is important so that people don’t feel threatened or worried when out in general society.

Here is a list of a couple of different laws. Decide whether they help protect people, property or public order and write them into the table below.

- You cannot assault another person
- No swearing at people in public
- You cannot burgle somebody's house
- No littering
- You cannot cyber bully someone
- You cannot burn down someone's shop (this is called arson)
- You cannot take someone's credit card details and buy yourself new shoes
- You cannot fight in public

People	Property	Public order

4. If we didn't have laws to protect people, property and public order, what could happen in the community?

Rules v Laws

Rule – A rule is a statement telling people what they can or cannot do. Rules can be made by anybody but usually they are made by someone in authority. The same person usually decides on the penalty. Example - school rules, rules of cricket or football, rules at home.

- Different: rules are different from place to place.
- Different: anyone can make rules.
- Different: the penalties for breaking rules are different from place to place.

Law – A law says what conduct or behaviour everyone in a society must obey. Laws can only be made by parliament and the courts. The courts enforce the law and impose penalties for breaking it.

- Same: laws are the same for everyone.
- Same: only parliament and the courts can make laws.
- Same: the penalties for breaking laws are the same for everyone.

TASK

1. What are some of the penalties that a court may give a person who is found guilty of breaking the law?

2. Think of one rule that you have at home. What are the consequences for breaking that rule?

Rule or Law

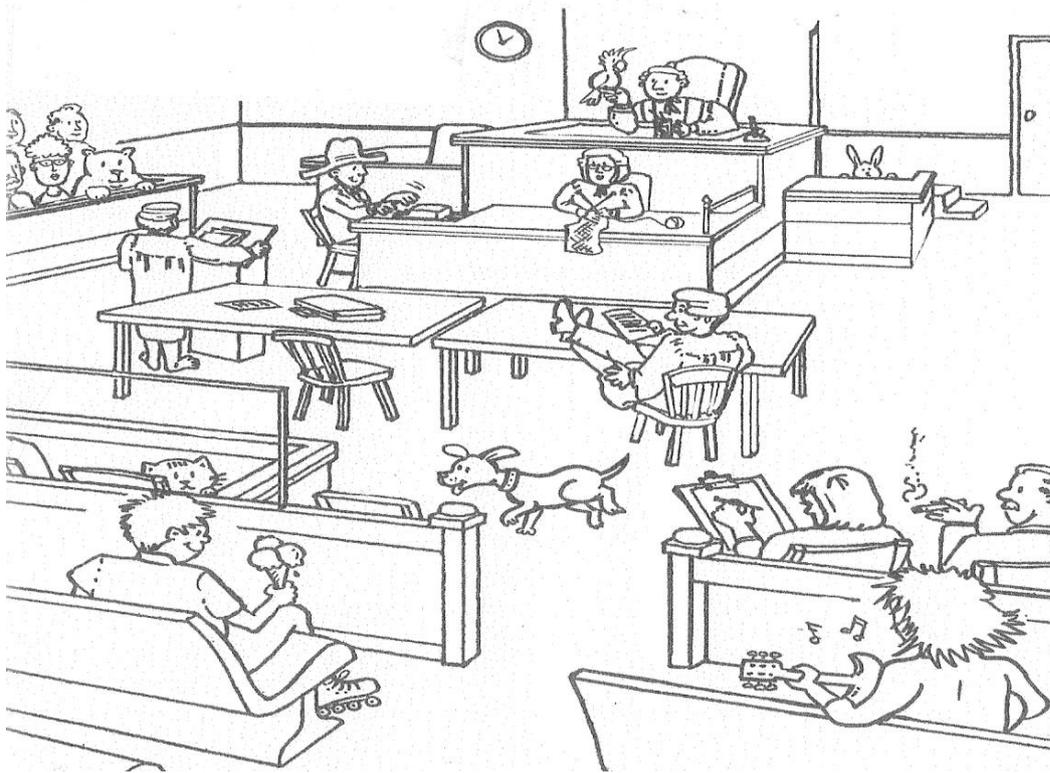
ACTIVITY

In the table below mark with an “X” whether the statement is a rule or a law.

The statement is a rule or law?	Rule	Law
A uniform is worn at school		
Stop at a red traffic light		
Do not run around swimming pools		
You may not vote until you are 18 years old		
You must wear a helmet when riding a bike		
Do not call out in class		
Do not talk while food is in your mouth		
You must have a passport to travel overseas		

Rules in a Court Room

Courts are formal places and there are many rules that must be followed inside a court room. Look at the picture of the court room below and see how many rules you think are being broken. Make a list and compare it with your classmates. (Hint: You should be able to find 12 rules that are not being followed)



Note: The court room picture reproduced with the kind permission of the Child Witness Service and the Department of the Attorney General (now the Department of Justice).

First Contacts

INSTRUCTIONS

Go to the [Kaartdijin Noongar – Sharing Noongar website](#) and complete the following activities.

- 1. Where do the Noongar people come from and how long have they been there?**

- 2. Click on the links below and describe the culture of the Noongar people addressing each question.**

- (a) [Connection to Country](#)

How is the Noongar connection to country passed on?

(b) [Food](#)

How do the Noongar People know when to gather or hunt certain foods?

(c) [Home](#)

What is the definition for home for the Noongar People?

(d) [Identity](#)

What does it mean to be Noongar?

(e) [Language](#)

How important is language to the Noongar People?

(f) [Noongar Lore](#)

What is the difference between the meaning of 'law' and 'lore'? Can you identify which one can change from year to year and which one remains continuous throughout the generations?

(g) [Spirituality](#)

How would you describe Noongar Spirituality?

(h) [Noongar Country](#)

Under the heading *Country*, name the six main regions of Noongar Country.

- 3. In small groups use the People link - [Individuals](#) on the Kaartdijin Noongar – Sharing Noongar Culture website or the [Fanny Balbuk](#) link. Your group is to choose one of the people from these links and complete a character study by describing who that person is, their background and what happened to them. Your group is to then present that person to the class.**
- 4. Prepare a report that describes in detail the Noongar Culture. Your teacher will give you instructions on how the report is to be presented.**

Optional Activities

Further Research

If you would like to learn more about some of the points referred to above regarding culture of the Noongar people such as (a) Connection to Country, (b) Food, (c) Home, (d) Identity, (e) Language, (f) Noongar Lore, (g) Spirituality or (h) Noongar Country then you can explore these in more detail from the information available on the [website](#). This will help you understand more about the cultural background of the Noongar People. The links under the *People* heading will introduce you to some of the first contacts Aboriginal People had with the British settlers.

Reflection

You have now been introduced to some of the first contacts specific Noongar people had with the British and the effects of these interactions on their families. You have done research on Noongar history and culture. Write a reflection on what you think happened in the first contacts between Noongar People and British settlement.

If you would like further information the following link has further information to help you with your reflection: [The Impacts of laws on Noongar people before 1905](#) from the Kaartdijin Noongar – Sharing Noongar Culture website which includes a timeline.

Weewar Video

In 1842 the Crown prosecuted Weewar, a Binjareb Nyungar warrior, for carrying out tribal payback by spearing Dyung of the Mooro Group. When Weewar heard that Dyung, a member of the tribe responsible for the death of his son, was moving through Binjareb Territory he was governed by one law - Traditional Aboriginal Law. Weewar's trial became the test case in Western Australia which determined that British Law took precedence over traditional law.²

Discuss with your teacher the nature of the conflict and how the two laws clashed.

² Kaartdijin Noongar – Noongar Knowledge, Sharing Noongar Culture, South West Aboriginal Land and Sea Council, *In 1842 Weewar, a Noongar, was convicted under British Law for carrying out payback*. < <http://www.noongarculture.org.au/in-1842-weewar-a-noongar-was-convicted-under-british-law-for-carrying-out-payback/>>.

Points to Think About Before Your Visit to the FBLEP

Think about the correct answers to the points below before you visit the FBLEP. You will review your answers after your visit.

INSTRUCTIONS

Read the sentences below and mark them True or False.

	True	False
1. Laws are the same in all communities and laws never change?		
2. There is no difference between rules and laws.		
3. Captain James Hook proclaimed the Swan River Colony (now known as Western Australia) as part of the British Colony in 1829.		
4. Aboriginal Peoples lived in Western Australia and had their own lore (law) before the arrival of British people.		
5. Noongar spirituality has a strong link to nature and country.		
6. From 1829 Aboriginal People understood British Law and agreed to follow it.		
7. Noongar people spoke English when the British people arrived in 1829.		
8. Under the law everyone has the same rights and responsibilities.		



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