



FIRST CONTACTS / GOVERNMENT AND SOCIETY

Year 4 Student Pre-Visit Resource

RESEARCH ACTIVITY: THE OLD COURT HOUSE

Instructions

Go to the Law Society of Western Australia website and read through the information on the [Old Court House Law Museum](#). Click on 'read more' under History of the Old Court House, read through the information and complete the table below by adding the year that matches each event.

Year	Event
	The Old Court House was constructed.
	The Old Court House was opened.
	A meeting was held at the Old Court House on 23 February to decide if convicts should be brought to WA.
	England allowed West Australians to have their own representative government.
	The Old Court House was listed as a Heritage Site.

TEXT STUDY FOR ENGLISH: ALICE IN WONDERLAND

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 behaviour 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?

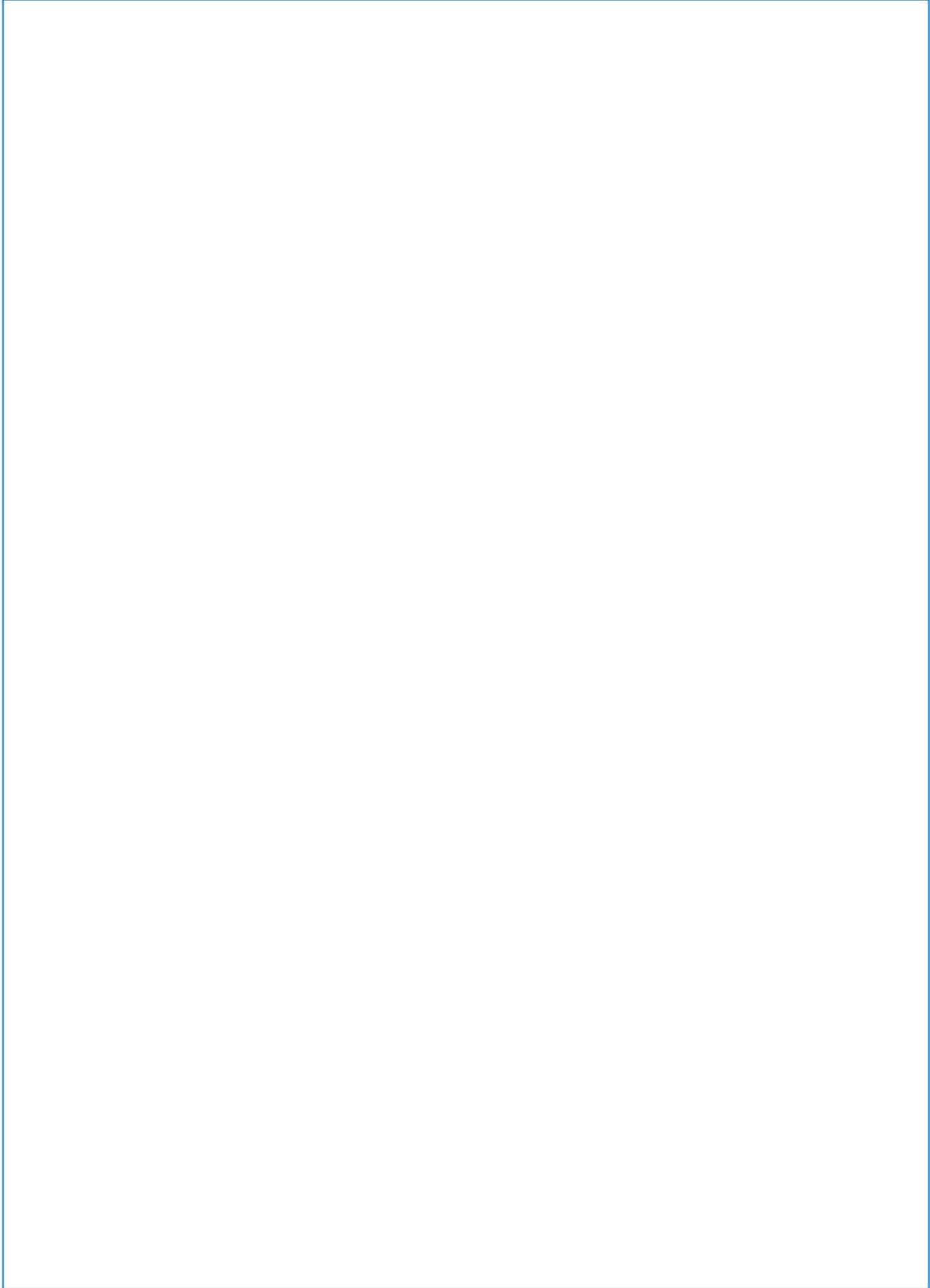
5. Who were the jury?

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.



LANGUAGE ACTIVITY: LEGAL WORDS IN ALICE IN WONDERLAND

Instructions:

1. Your teacher will call out twenty four words.
2. Twelve of the words are legal words used in the story *Alice in Wonderland* and the other twelve words are not legal words (others).
3. Put the legal words in the 'legal words' column and the non-legal words in the 'others' column.
4. Check your list with a partner and then with the class.

LEGAL	OTHERS

RULES v LAWS READING TASK

The difference between rules and laws can be seen in the way that laws are made. There are only two ways that laws can be made:

1. By parliament introducing and passing new legislation; and
2. By the courts establishing laws when there is a gap in legislation (common law precedents).

Another important feature is that laws can only be enforced by the courts.

If a person is found guilty of breaking the law there are set penalties and those penalties are the same for everyone in our community.

In comparison, rules are established by people in authority or by general agreement. The penalties for breaking rules differ widely in most circumstances, e.g. penalties for talking in class vary from classroom to classroom.

One common exception identified by students is rules in different sporting codes, e.g. basketball rules, netball rules. Such rules apply equally to everyone and there are set penalties.

Whilst there are rules in different sporting codes, which apply equally to everyone, such rules were established by sporting bodies and not by parliament or the courts and are not enforceable by the courts, so they are very different to laws.



Rule or Law?

If you think the sentence describes a rule circle 'Rule'.

If you think the sentence describes a law circle 'Law'.

a) Only the Queen could win games of croquet in Wonderland.	Rule	Law
b) You can't steal things from other people.	Rule	Law
c) Don't go off with strangers.	Rule	Law
d) Wear a helmet when riding your bike.	Rule	Law
e) Put your hand up when answering a question in class.	Rule	Law
f) Don't graffiti other people's property.	Rule	Law
g) Don't follow a white rabbit into a hole.	Rule	Law

HISTORY: MONITORED INTERNET RESEARCH: 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 are the lores 'characterised by a strong spiritual connection to country'?

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.

OPTIONAL ACTIVITIES

FURTHER RESEARCH

If you would like to learn more about some of the points in question 2, you can explore in more detail the information 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

In question 3, you were 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.¹

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

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. The Old Court House is the oldest building in the City of Perth.		
2. There is no difference between rules and laws.		
3. Convicts first arrived in WA in 1829.		
4. Aboriginal Peoples lived in WA and had their own lore (law) before the arrival of British people.		
5. Noongar spirituality has a strong link to nature and country.		
6. There is no difference in meaning to the words <i>law</i> and <i>lore</i> ?		
7. From 1829, Aboriginal People understood British Law and agreed to follow it.		
8. The Noongar People know when to gather or hunt certain foods.		

1. 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/>>.



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