



THE AUSTRALIAN COLONIES / ROLES, RESPONSIBILITIES AND PARTICIPATION: PARKHURST APPRENTICESHIP SCHEME

Year 5 Student Post-Visit Resource

POINTS TO THINK ABOUT AFTER YOUR VISIT TO THE FBLEP

Review the points below and your previous answers with a partner or in a small group and then discuss them with your class.

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. The Old Court House was built by convicts.		
3. Convicts were people who wanted to come to Australia to find work.		
4. Convicts first arrived in WA in 1829.		
5. Aboriginal Peoples lived in WA and had their own law before the arrival of British people.		
6. British people lived under traditional Aboriginal law when they arrived in WA.		
7. In the early days of the colony, boys as young as 10 who broke the law in England were sent to work in Western Australia.		
8. The Old Court House had other functions as well as being a court house.		
9. Only European people could be tried at the Old Court House.		
10. Children and adults were tried at the Old Court House.		

LANGUAGE ACTIVITY

Look up the definitions of apprentice and convict and describe in your own words the meaning of each of them.

1. Apprentice:

2. Convict:

DISCUSSION POINTS

Discuss the points below in small groups and be ready to report your thoughts to the class.

1. Why do you think the Parkhurst boys were called apprentices and not convicts?

2. Were the Parkhurst boys really convicts with another name?

3. What do you think of the Parkhurst Apprenticeship Scheme? Explain with reasons.

4. Would it be possible to have the Parkhurst Apprenticeship Scheme nowadays? If no, why not?

DIGITAL TIMELINE

Instructions:

1. Using the information you have researched on the Parkhurst Apprenticeship Scheme from the pre-visit resource and the Parkhurst Scheme activity from the FBLEP tour, list the significant events in order of dates.
2. Give an appropriate heading for each date.
3. Write a brief summary of each event for the dates you have selected.
4. Create a digital timeline using the information you have collected.
5. Include in your digital timeline some maps and charts.

Some useful resources for this task can be found at [Digital Timelines](#) (search for Parkhurst Boys for a sample, or [Timelines in Word](#)).



PRESENTATION (See Appendix 1 for student task sheet)

Imagine that you are the Parkhurst boy that your object/s matched and create an historical narrative about that boy. Develop possible ideas to present your historical narrative as part of a multimodal report. Present your narrative to the class in digital format. *You will have to use your imagination and what you know and have learned about the Parkhurst Scheme and the colonisation of Western Australia.*

Your presentation may include some of the following:

- The boy's name
- The nickname you gave the boy
- The age of the boy when he was transported
- The reason why he was transported
- His job before being transported
- His experience being transported by ship to WA
- Impressions of the environment, the colonists, the animals and/or the Aboriginal people after arriving in WA
- A description of the family that he had to work for
- The type of work he had to carry out
- His thoughts on the 'apprenticeship' scheme, i.e. good or bad?

Add any other details which you think are appropriate and aim to make your presentation last 2-3 minutes.

RESEARCH ASSESSMENT TASK (See Appendix 2 for student task sheet)

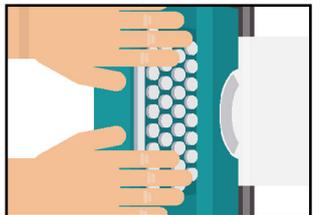
Research the role of a person in the Australian legal system. For example, a judge, lawyer or police officer.) Describe the role and responsibilities of that person.



Jury

I am one of twelve people selected to listen to the evidence. We decide if the accused is guilty or not guilty in the Supreme and District Courts.

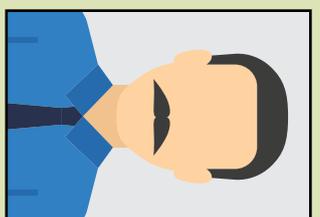
Who am I?



Judge's Associate

I am the judge's personal assistant. I ensure that files are ready for court, read the charges and label any exhibits.

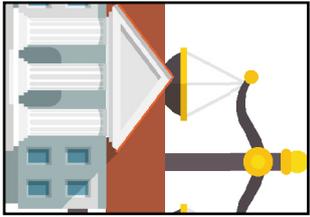
Who am I?



Usher

I say "All Rise" when the court starts and ends. I go outside the court to call witnesses and bring them into court.

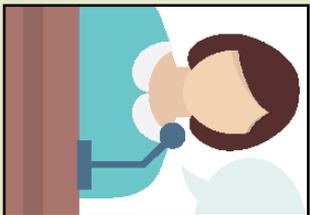
Who am I?



Judge

I make sure the accused person gets a fair trial. I help the jury to understand the law and legal concepts and answer their questions. Finally I decide on the sentence if the accused is found guilty.

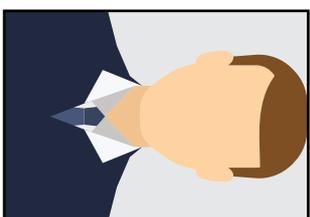
Who am I?



Witness

I am called to give evidence for the prosecution or defence. I tell the court what I know about the case.

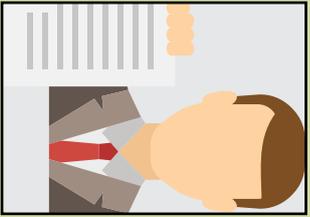
Who am I?



Counsel for the Accused/Defence Counsel

I am the lawyer who represents the accused. I try to create doubt that the accused is guilty.

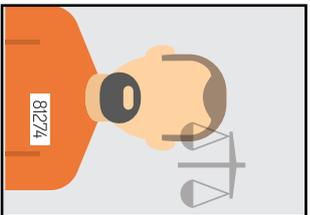
Who am I?



State Counsel

I am the lawyer who represents the State. I must prove beyond reasonable doubt that the accused is guilty.

Who am I?



Accused

I am the person defending the charge. I am thought to be innocent until proven guilty.

Who am I?



Jury Foreperson

I am the spokesperson for the jury in court. My role is to ask the judge questions on behalf of members of the jury and I announce the verdict.

Who am I?



DISCUSSION QUESTIONS

1. Who do you think has the hardest job in a court room? Why?

2. Which job would you like to have if you worked in a court room? Why?



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Appendix 1

PARKHURST APPRENTICESHIP SCHEME TASK YEAR 5 PRESENTATION



Parkhurst Prison 1820 (from [State Library of Western Australia](#))

1.

TASK

Imagine that you are the Parkhurst boy that your object/s matched on the FBLEP Tour and create an historical narrative about that boy. Develop possible ideas to present your historical narrative as part of a multimodal report. Present your narrative to the class in digital format. *You will have to use your imagination and what you know and have learned about the Parkhurst Scheme and the colonisation of Western Australia.*

Ideas to think about

Your historical narrative *may* include some of the following:

- The boy's name
- The nickname you gave the boy
- The age of the boy when he was transported
- The reason why he was transported
- His job before being transported
- His experience being transported by ship to WA
- Impressions of the Aboriginal people, the colonists, the environment, and/or the animals after arriving in WA
- A description of the family that he had to work for
- The type of work he had to carry out
- His thoughts on the 'apprenticeship' scheme, i.e. good or bad?

Add any other details which you think are appropriate.

As your presentation is in digital format, aim to present to the class for 2-3 minutes.



2.

Illustrated London News,
13 March 1847

1. Google Images, IOW: Parkhurst Prison: Ct, original antique print, 1847, <<http://www.antiquaprintgallery.com/iow-parkhurst-prison-ct-original-antique-print-1847-101582-p.asp>>.
2. Google Images, Parkhurst Prison, <<http://www.kenscott.com/prisons/parkhurst1847.htm>>.

Concepts to think about:

Transportation by ship from England to WA took approximately 4 months

- What would the children have experienced during that trip?
- How would they have felt about being transported to WA?

Arriving in WA between 1842-1849

- How different would the environment of WA have been to that of their hometowns?
 - Would the flora and fauna have been the same or different from that of their hometowns?
 - How about the climate? The same or different from that in England?
 - Would there have been many public buildings, shops, houses, theatres etc in WA at that time?

The following hyperlinks may help to picture what life would have been like for the Parkhurst boys:

[‘The Foundation of Perth’](#)³ painting by George Pitt Morrison

[‘Settlement of the Swan’](#)⁴ by Ruth Marchant James which includes numerous pictures of Perth in the early days of the colony

Indentured Labour = a legally binding contract where an employee must work for an employer for a set period of time after which the employee gains his/her freedom.

- Quite a few of the Parkhurst boys’ apprenticeships (i.e. their indentured labour contracts) were for longer periods than their original sentence.
 - How would those boys have felt?
 - Does this seem fair?
 - What reasons could there have been for making the apprenticeships longer than the original sentence the boy had received? (*The colonists, i.e. the employers, needed the labour.*)

Note: If an apprentice disobeyed his employer he could be sentenced to hard labour by a court of law.

3. Museum of Australian Democracy, *Documenting a Democracy*, <<http://foundingdocs.gov.au/picturealbum-aid-9.html>>.

4. Heritage Perth, *The Birth of Perth* <<http://heritageperth.com.au/discovery/the-birth-of-perth/>>.

Appendix 2

RESEARCH ASSESSMENT TASK YEAR 5 PRESENTATION

TASK

Research the role of a person in the Australian legal system. For example, a judge, lawyer or police officer. Describe the role and responsibilities of that person. Present your findings in a multimodal presentation.



Your presentation should include:

- A clear description of the role of a person in the Australian legal system;
- A list of the responsibilities of that person;
- The positive aspects of the role;
- The negative aspects of the role;
- Some history about the role;
- An illustration of someone in that role; and
- Any other details which you think are appropriate.

