



## Topic 6.1: Lessons/ Activities One, Two and Three



AUSTRALIAN  
CONSTITUTION  
CENTRE

### 'Meet the Makers':

Framers and writers of the Australian Constitution: Discover their role and ideas and contributions through the second half of the nineteenth century

Time/Lesson	Learning Goal
<ul style="list-style-type: none"><li>3 hours</li></ul>	'Meet the makers' introduces 12 people who were the key players in Federation and the framers and writers of the Constitution: Edmund Barton, Alfred Deakin, John Forrest, Robert Garran, Patrick Glynn, Samuel Griffith, Henry Bournes Higgins, Andrew Inglis Clark, Charles Kingston, Henry Parkes, John Quick and George Reid. Students will gain an understanding about why Federation occurred and important aspects of the Constitution from reading the stories of each of these people.
Rationale	Success Criteria
Students will understand the Australian Constitution through the eyes of its framers. They will understand the key people, their ideas and influences in the development of the Australian Constitution.	Students will understand that... <ul style="list-style-type: none"><li>Change is brought about by collaboration, compromise and people using their voices in public forums.</li><li>Many of the framers overcame poverty and disadvantage through their persistence and hard work to achieve great things for their nation.</li></ul>

### Teaching Reference Document

- TRD29: The Tenterfield Oration
- TRD 30: Henry Parkes – The Father of Federation
- TRD 31: Edmund Barton (NSW): From quelling cricket riots, to commanding the Constitutional Convention
- TRD 32: Alfred Deakin (Vic) and the fight to give people a say
- TRD 33: Samuel Griffith (Qld): The man behind the words
- TRD 34: Charles Kingston (SA) and the right of all adults to vote
- TRD 35: Andrew Inglis Clark and the lost bill of rights
- TRD 36: John Forrest (WA): the champion of Federation from the West
- TRD 37: John Quick and the plan that revived Federation
- TRD 38: George Reid and the Yes-No politics of referendum success
- TRD 39: Henry Bournes Higgins and freedom of religion
- TRD 40: Robert Garran and the fight against 'fake news' in the referendums on the Constitution
- TRD 41: Patrick Glynn – The man who put God in the Constitution

## Resources

- Quotes from key people that exemplify their ideas for the Constitution
- Thinking routine: Think, Pair, Share
- Thinking routine: Headlines
- Thinking routine: The 4Cs
- The Tenterfield Oration (use excerpts from this case study)

## Tuning In

- Who were the voices of Federation? What did they say? Research key people.
- Either, make 'Who am I?' playing cards to show important facts about the key people, or create, in groups a 'This is Your Life' book about a chosen player in Federation and the making of the Constitution.

## Teacher Instruction

Lesson outlines and guiding questions having studied the stories of each of the makers:

- Use the thinking routine 'Think, Pair, Share' to discuss the significance of the quotes from the people involved in the path to Federation. Why was said? Who said it? What impact did it have? Create a flow chart to show the answers.
- Use the thinking routine 'Headlines' to consider the most important aspect of the Tenterfield Oration. Write a newspaper article about the speech.
- Use thinking routine '4Cs' to analyse the speech and detail positive and negatives of the Tenterfield Oration.
- Many of the framers (eg Parkes, Higgins, Glynn and Quick) overcame severe disadvantage to make important contributions to Australia. What character traits helped them do this (eg persistence and hard work)? What actions did they take to improve themselves (eg self-education through reading and joining debating societies to gain necessary skills and knowledge)? Was the success of Federation due, in part, to the fact that its champions were people who knew how to overcome the odds? Ask students to translate this to their own lives - what steps could they take to equip themselves to make a great contribution to Australia in the future?
- Consider what is the most powerful way to communicate important ideas. How would you campaign today so you could engage the population and gather the support of the Australian public? Discuss digital media campaigns. What was used in the 1890s? What method of communication was effective/ ineffective?

## Differentiation/Enrichment

Differentiation opportunities:

- Performance tasks allow for students to show their understanding in different styles.
- Students can be provided with research material about the key people, in order to support their research.
- Students can be extended to create their own game to show the facts about key players.
- Students can be supported with templates of the thinking routines, showing sentence starters etc to aid use and discussion.

## Assessment Strategies

Assessment tasks following lesson activities:

- Write a letter in response to the Tenterfield Oration. Write the letter either to Henry Parkes, or to the Australian public.
- Either, produce an infographic, produce a 3 min film, or write an obituary describing the person you think had the greatest impact on Federation. State why the impact was so significant. What did they have to do to overcome adversity?
- Contribute to a class discussion or debate on who you think contributed the best idea that ended up in the Constitution. Have a vote to settle on "the best". Consider the importance of oratory and persuasion to have your idea heard in the first place (Study Resource 1).



## Resource 1: ( Lessons 1 to 3)

'The great question which we have to consider is, whether the time has not now arisen for the creation on this Australian continent of an Australian government and an Australian Parliament... Surely what the Americans have done by war, Australians can bring about in peace.'

**Henry Parkes**, 24 October 1889, Tenterfield

'I am tired of being called "a colonist". The colonist is really regarded... as the person who is in some respects inferior, who does not enjoy the same advantages, and is not quite entitled to the same privileges as the members of the Empire.... I think we are becoming a little discontented that we have to ask a Parliament sitting at the other end of the world to do for us things that we feel perfectly certain from experience that we are competent to do for ourselves... We have the men and the knowledge, and a fuller knowledge than they have, and we have arrived at that stage of civilisation and progress when there should be a Parliament sitting on our Australian affairs to do for us all that can now only be done by the British Parliament.... There is no doubt that here, as everywhere, there will be timid men who are afraid of launching into something new; but when was ever a great thing achieved without risking something?'

**Samuel Griffith**, 3 March 1891, Sydney Morning Herald, p 3.

'Federation means uniform legislation, a higher national life, a broader sphere of Australian action, and under it instead of there being disintegrated States we would become one great nation of Australia in these southern seas, speaking with one united voice, and commanding, as we ought to command, that respect which we cannot secure so long as the colonies are disunited.'

**Charles Kingston**, 26 March 1898, South Australian Register

'One word, I may, however, add as your fellow elector. New South Wales is my native colony – it is my home. It is the birthplace of my children... In voting for the Bill [to approve a federal Constitution] I am committing myself and the happiness of my children, to the Australian future. You do no less, but you do no more. Need I say more?'

**Edmund Barton**, Maitland Daily Mercury, 1 June 1898, p 2

### Thinking Worksheet: Thinking Routine:

It is 1898. Take one of the quotes above, or find your own framer's quote, and turn it into a speech in favour of adopting the Australian Constitution.

## Think, Pair, Share

**Think, Pair, Share** involves posing a question to students, asking them to take a few minutes of thinking time and then turn to a nearby student to share their thoughts.

**Example:**

Henry Parkes is claimed to have said:

*In the one hand I have a dream and in the other, I have an obstacle. Tell me, which grabs your attention?*

What impact might such a statement have had on the Australian public? Discuss the dreams and obstacles of the writers of the Constitution and then decide on action plans for getting over the obstacles for issues worth pursuing.

Students look at some of the issues faced by the writers of the Constitution and turn them into a debating topic. Teacher organises class debates.

## Headlines

1. If you were to write a headline about The Tenterfield Oration right now that captured the most important aspect that should be remembered, what would that headline be?

### **Following a group discussion**

2. How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday?

## The 4Cs

- What connections do you draw between The Tenterfield Oration and what was happening in the colonies in the 1890s?
- What ideas, positions, or assumptions do you want to challenge or argue with in the speech, or against what, do you think, the Australian public at the time would have argued?
- What key concepts or ideas do you think are important and were worth holding on to from the speech?
- What changes in attitudes, thinking, or action are suggested by the text, for the Australian public at the time?