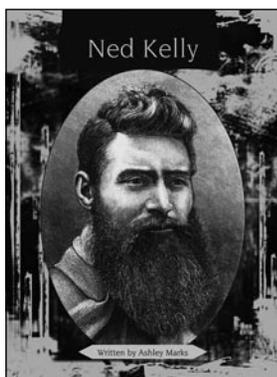


Ned Kelly

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



NED KELLY

Lower level fact

Text type: Biography

Reading age 9.2

Word count 1,584

Before Reading

Activate prior knowledge by asking students if they know what a biography is. Discuss the biographies that students have read or seen on television. *What is a biography?* Guide the discussion so that students build understandings that a biography is a history of a person's life, or a part of his/her life.

Explain that a biography that is written by a person about his/her own life is called an autobiography. If you remember that *auto* means *self*, it makes sense that a person would write an autobiography about him/herself.

Who are biographies written about? Discuss. Support students to understand that a biography really happened.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss who this book is about. *Who is Ned Kelly?* Engage discussion to activate prior knowledge. *What do you think we will learn in this book?*

Read the blurb.

What does this tell you about Ned Kelly? Assist students to notice that Ned Kelly was young when he died. *Does anyone know how old he was? Does anyone know how he died?* Discuss.

What is significant about Ned Kelly? Invite students to share some information contained in the blurb.

What is an outlaw? Discuss and clarify.

What does the term commended for his bravery mean? What brave act did he do?

What was the Kelly Gang? Invite inferences.

What do you think the last sentence means? Build understandings that some people think he got what he deserved, and others think he was dealt with unfairly.

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *Where would I go to read about The End of Ned Kelly?* Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. *What do*

you know about information books? Students should indicate that the reader can choose where they'd like to start.

Students should also mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *Beginnings*. *What does this mean?* Lead students to acknowledge that this may provide information that will introduce us to Ned Kelly.

BEGINNINGS

During Reading

What do the illustrations tell you on this page? What can you tell about this home? Students should notice its age and poor state. *Who lived in this home? Read the caption. Where did Ned Kelly live? What is the stone structure on the front?* Discuss the need for a fire place in Victoria.

What do you notice about the words on page 6? Students should identify the bold word, *bushrangers*. *What do you think it means?* Invite inferences and then check the glossary.

As you read page 6, take note of the details of Ned Kelly's birth and the family that he was born into. Be ready to chat about what you learn about Ned Kelly's life. There seems to be some disagreement about whether Ned was a villain or a hero. Find out why.

After Reading

When was Ned Kelly born? Why is the exact date not known? Discuss what it means to register a birth and explain that all births now must be registered. *Who were the other*

members of Ned's family at the time of his birth?

How old was Ned Kelly when he died? Do we know yet how he died?

What is Ned known for? What was unusual about the way people thought of Ned? How did people think of him? Encourage discussion about the words *murderer*, *thief*, and *hero*.

AN ACT OF BRAVERY

During Reading

Look closely at the photograph on page 7. Read the caption. Does that look like an unusual item of clothing for a bushranger? Why? Invite discussion.

As you read this page, you will learn why this item is so special to Ned. In fact it is said that Ned wore this green silk sash underneath his armour in the final siege.

As you read, you will also learn a bit more about Ned as a child. Find out what happens when Ned is young and how the green silk scarf becomes a special present. Be ready to share what you think Ned would have been like as a child.

After Reading

What did you find out about Ned as a child? What does it mean that he risked his own life? What did he do to risk his life? What is the significance of the green silk scarf?

Despite the era being the 1800s, Ned learned something very important. What did he learn to do at school? Do you think all children would have learned to read and write in those days? Discuss. Build understandings that in the 1800s many children were not able to read and write well.

How do you think Ned felt about the sash?

SELECTORS AND SQUATTERS

During Reading

What do the images on these pages tell you? Discuss the map showing where Ned's home was and where the Gang's territory was. What does the word, territory mean? Discuss. Look at the key to find out where the Kelly farm was situated. Find it with your finger.

Read pages 8 and 9. Jot down the things you learn about the Kelly family. Divisions in society were common in Ned's day. Find out how society was divided and where the Kelly family fit in. As you get to the end, use the table to help you to make sense of the information you've read.

After Reading

What have you learned about Ned's family? Discuss the death of his father when Ned was only eleven. How do you think this would have affected the family? Guide students to understand that this would have caused great hardship for Ned's mother. How do you think this made life hard for the Kellys? Invite inferences and guide the discussion to build understandings.

How was society divided into two clear groups? What were the groups called? Tell me about the selectors. Tell me about the squatters. What was life like if you were a selector? Why? Discuss. Build knowledge of the hardships of working the land, not having a husband and father to assist, and having eight young children to care for. Discuss the daily hardships in life that faced Ned's mother.

THE KELLY FAMILY

During Reading

Read page 10 and be ready to discuss what happens after Ned's father dies. Jot down some

notes about the Kelly family, what Ned was forced to do, and what he found he was very good at.

You will learn how the Kelly family felt about the roles of selectors and squatters. Take note of how they viewed the government of the time. Be ready to chat about why they held this view and what they did to break the law.

After Reading

What kind of family were the Kellys? What does the term stuck together mean? Invite students to infer that everyone pitched in to help. What was Ned forced to do? Why do you think he had to leave school? Guide students to infer that Ned needed to go to work. How old was he when he began working?

What was Ned good at? Was it easy work? Which word tells you that it was hard work? Direct students to revisit the text to find the word backbreaking.

Were the Kellys selectors or squatters? How did they feel about the government? Why? In what way do you think they were treated unfairly? Discuss. What happened next? What did the police think of the Kellys?

TROUBLE WITH THE LAW

During Reading

On page 10, the Kellys began stealing cattle. The author stated that the Kellys began to have trouble with the law. What might this mean?

As you read page 11, you will learn more about what this means.

Read page 11 and jot down the sorts of trouble Ned got into. You will learn of a person that Ned meets. Take note of what happens when Ned and this person become friends. Something happens that will become a pattern in Ned's life. Think about what it might be.

After Reading

What happened in 1869? What is a brush with the law? What does the word assaulted mean? What happened to Ned? What does it mean that there was a lack of evidence?

What happened next in Ned's life? Who is Harry Power? Do you think he was a good influence on Ned? Why? What did he teach Ned? What does the word accomplice mean? Revisit the glossary if needed for clarification.

What happened later that year? Do we find out what he was arrested for? How could we try to find out? What else happened? What are you noticing about Ned's life? How old is Ned by 1871? Remember that he was born in 1855.

THE BEGINNINGS OF THE KELLY GANG

During Reading

Who are the people on these pages? Examine and discuss each of the photographs. Who do we know? Who don't we know? Do you expect to find out about them on these pages?

Read pages 14 and 15. As you read, jot down any important factors in the lives of the Kellys and Ned. Ned has been in jail. Find out what happens when he returns home. Does he continue to steal cattle and horses? What have his younger brothers been doing? What does this suggest about the Kellys?

Something occurs in 1878 that sets a path for Ned's life on the run. Find out what it is.

After Reading

What did you discover about the Kellys? Direct students to the first sentence to check the answer. What does Ned do when he returns from jail? Does he continue to steal cattle and horses?

Describe what Ned's younger brothers do after

Ned arrives home. How might these actions make life difficult for members of the Kelly family who are not involved in committing crimes? Invite inferences.

Something occurs in 1878 that begins Ned's life on the run from authorities. Explain what happens. Invite discussion and probe for details in the text.

Why do you think Ellen Kelly was arrested? Could there have been a strategy in this? What was Ned's reaction to this?

Who are the members of the Kelly Gang? What do the police intend to do to Ned and Dan? Why? Direct students to reread the last paragraph to check.

OUTLAWS

During Reading

What does the illustration on page 17 show? Who is the man with his hands in the air? Why might they be threatening this man? Read page 16 and find out what happens next. We know that the Kelly Gang has formed. As you read, you will find out how desperate the authorities are to capture or kill them.

Ned will refer to feeling trapped. Think about why he feels this way and be ready to discuss your understanding of this. What does Ned do to try to help his friends and family out of their hardship?

What happened in December 1878? Find out and be ready to chat about the way this occurred.

After Reading

What does the word civilians mean? Discuss who civilians are in our society. How desperate are the authorities to capture or kill the Kelly Gang? What tells you this? How do you feel about civilians being given permission to kill people?

In what way did Ned feel trapped like a caged animal? What does he mean by the words, there was no way out of the situation they had been forced into? Generate discussion, and build understandings that it refers not only to his trouble with the law, but to the difficult life of the poor. What did the Kelly Gang do to try and help the poor?

What occurred in 1878? How is this robbery described? Would this suggest that the Kelly Gang were cold-blooded killers as some thought they were?

SUPPORT FOR THE KELLY GANG

During Reading

What does the title of this page suggest? Who might support the Kelly Gang? Encourage students to provide inferences beyond family and friends.

As you read this page, you will learn that not everyone thought the Kelly Gang were ruthless lawbreakers. Find out what some of their supporters believed. Find out what the authorities did to some of supporters of the Kelly Gang. Take note also about how some people thought of the police and authorities.

Where was the Kelly Gang by now? As you read you will find out the details surrounding the illustration.

After Reading

Who do you think supported the Kelly Gang? Probe students to use the information contained in the first paragraph to think beyond the words on the page and extend their inferences.

For what purpose might the authorities have arrested friends and supporters of the Kelly Gang? What does it mean that they were held without charge for three months in jail? Do you think that is allowed? Explain that it is against

the law to keep people imprisoned if they have not been charged with a crime.

What were the Kelly Gang up to by this time? Discuss the final paragraph. What do you know is happening in the picture? Who might the man be? Do you think the Kelly Gang killed this man? Invite inferences. Explain that it would be recorded if the man had been hurt or killed.

LETTERS FROM AN OUTLAW

During Reading

What does the heading, Letters from an Outlaw, suggest to us? Invite inferences. Who do you think the letters may have been written to? Who could they be from? Can you think of some reasons that the letters may have been written? Read page 18 and find out about the letters. Be ready to chat about who wrote them and what you think the purpose of the letters was. Find out what happened to the letters and whether they were important in some way to what happened to the Kelly Gang.

After Reading

What did you learn about the letters? Guide the discussion to build understandings of who wrote the letters and why. Why do you think Ned wrote them with the help of Joe Byrne? What was the purpose of the letters? What sort of person may want to explain his actions? Do you feel that it was important to Ned to let people know that he and his family had always been treated unfairly by the police? Why?

Was this the only letter written? How do you know? What was special about this one? What reasons might the authorities have to hide the letter away? Discuss. How do you think Ned's supporters would have felt had they known that the authorities were hiding information? How much later was it when the letter became public knowledge?

TAKING ON THE POLICE

During Reading

What do you think this is about? Use the heading, illustration, and caption to give you some clues. Discuss students' inferences.

Read page 19 to find out why Ned would take on the police. If there were only a few members in the Gang, would it be wise to take on the police? Be thinking about this as you read. Perhaps the Gang had a plan.

As you read, you will learn more about the details of the illustration. Find out why the Gang wanted the railway track torn up. Was this part of a plan? See if it was successful and be ready to share what you discover.

After Reading

What did you learn about the Gang taking on the police? Guide the discussion so that students think beyond the text. Why do you think the numbers grew in the Kelly Gang? Do we find out how many members there were? Students should infer that if the Gang were going to take on the police, they must have felt that they had a chance of beating them.

What was the plan? Did everything go as planned? Why not? What do you think the schoolteacher thought of the Kelly Gang? What makes you think this?

SURROUNDED

During Reading

What do you infer from looking at pages 20 and 21? Discuss. What can you tell from Ned's armour? Guide students to notice the marks on the armour. What do you think caused those? What would have happened if Ned wasn't wearing the armour? What does the word Surrounded tell you?

Before you begin reading, visit the glossary to find out the meanings of the bold words. Read page 20 and find out how the events unfolded after the train stopped. Did anyone die in this siege? Take note of how the Kelly Gang went into the battle and be ready to share any interesting details you learn.

After Reading

Discuss what students have learned about the battle. What precautions did the Kelly Gang take? What does this tell us? Support students to infer that they were aware that this could occur, that they had gone to great efforts to armour themselves, and that they had given thought to how they would protect the most vulnerable parts of their bodies. How heavy was the armour? Assist students to understand the actual weight. Is anyone in the class 36 kg?

What else did you notice? Students should report that Ned was wearing the green silk scarf under his armour. What does this tell you about Ned?

What happened in the battle? Who died? Who was injured? Describe what you think the battle would have looked and sounded like.

THE END OF NED KELLY

During Reading

What does the heading suggest? Did Ned die in the battle? Discuss the illustration and caption. Predict what the heading means. How might Ned have died? Invite inferences.

Read pages 21 and 22. As you read, take note of what happened to Ned at Glenrowan where the battle occurred. What did the police do to Ned?

You will learn how supporters of the Kelly Gang responded to the news and how they tried to help Ned.

Be ready to discuss what you learn at the end of this section and how you feel about the life of Ned Kelly.

After Reading

What happened to Ned after the battle ended? Do we know how many times he was shot? Where can we try to find out?

Where was Ned taken? What was the next step for Ned? What is a trial? Invite discussion and clarify if needed. How long did the trial last and what was the outcome?

How long did Ned have to wait after his trial until his hanging? Describe what that month may have been like for Ned. Encourage students to clarify and elaborate.

What did supporters of Ned do? Why do you think they wanted his life spared? Were their efforts successful?

Why do you think his grave was never found?

How do you feel about the story of Ned Kelly?

CODE BREAKER

Compound words can carry meaning in the two parts that combine to make the single word. Thinking about the meanings of each part helps to build our understandings of these words. *Think about the meanings of the two parts of these words. Can you work out what they mean? Work with students on the first couple and then allow them to solve them on their own or with a partner.*

- outlaw
- schoolteacher
- bushranger
- Stringybark
- gunfight
- ploughshares
- homestead

Write a list of compound words that mean exactly what the two parts would suggest.

MEANING MAKER

Discuss what it would have been like to live in the 1800s. *What would it have been like to be a selector?* Invite inferences. Revisit the book to clarify and check details as needed. Record the inferences under the heading, *Selectors*.

What would it have been like to be a squatter? Invite inferences. Revisit the book to clarify and check details as needed. Record the inferences under the heading, *Squatters*.

In our society do we have two clear groups of people, those that are rich and those that are poor? Encourage students to express their opinions. Request elaboration and clarification as needed. If we do, where do you think you fit? Why? In what ways is life different today if you are poor?

TEXT USER

Tell students that if we know how to use the extra features in an information book, it supports us to read the book and understand what it is about.

Turn to page 9. What does this book feature that helps us understand the differences between the selectors and the squatters? Students should identify the table. What is the purpose of the table in this book? Guide students to notice that it contains information that supports the other writing on the page. What makes the information in the table easy to read? How does it help you to understand the information? Discuss.

TEXT CRITIC

Explain to students that many details about Ned Kelly's life are not known, and this makes it difficult to get a clear and accurate picture of his character.

From what you have read, what factors have you observed about the era that Ned Kelly lived, Ned Kelly's life, and his interactions with the police that may portray Ned Kelly in a negative way? Support students to understand that the book tells us that the selectors were not treated well by authorities. What does this suggest about the authorities of that time? Build understandings that the authorities favoured the squatters. How do you feel about this?

From what you have read, what are some of Ned Kelly's actions which portray him in a negative way? In a positive way?

USING MULTIPLE INTELLIGENCES

Work in groups to write a radio play.

Check pages 13, 19, and 20 for details of the final siege at Glenrowan. Use your imaginations. There would have been lots of shouting and shooting. Think about what the police may have been calling out to each other and to the Kelly Gang, and what members of the Kelly Gang may have said to each other and the police. There would be a blaze of gunfire, sounds of bullets hitting the Kelly Gangs' armour, and cries of pain.

Write: a two-minute radio play of the final siege. (V, P)

Prepare: your props to add background sound. (B)

Record: your script onto a tape. (V, B)

Play: the tapes for the class.

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Ned Kelly

Name _____

Character Analysis

Birth and childhood:

Positive things about Ned Kelly:



Evidence from the book:

Negative things about Ned Kelly:



Evidence from the book:

My thoughts on Ned Kelly (and why):

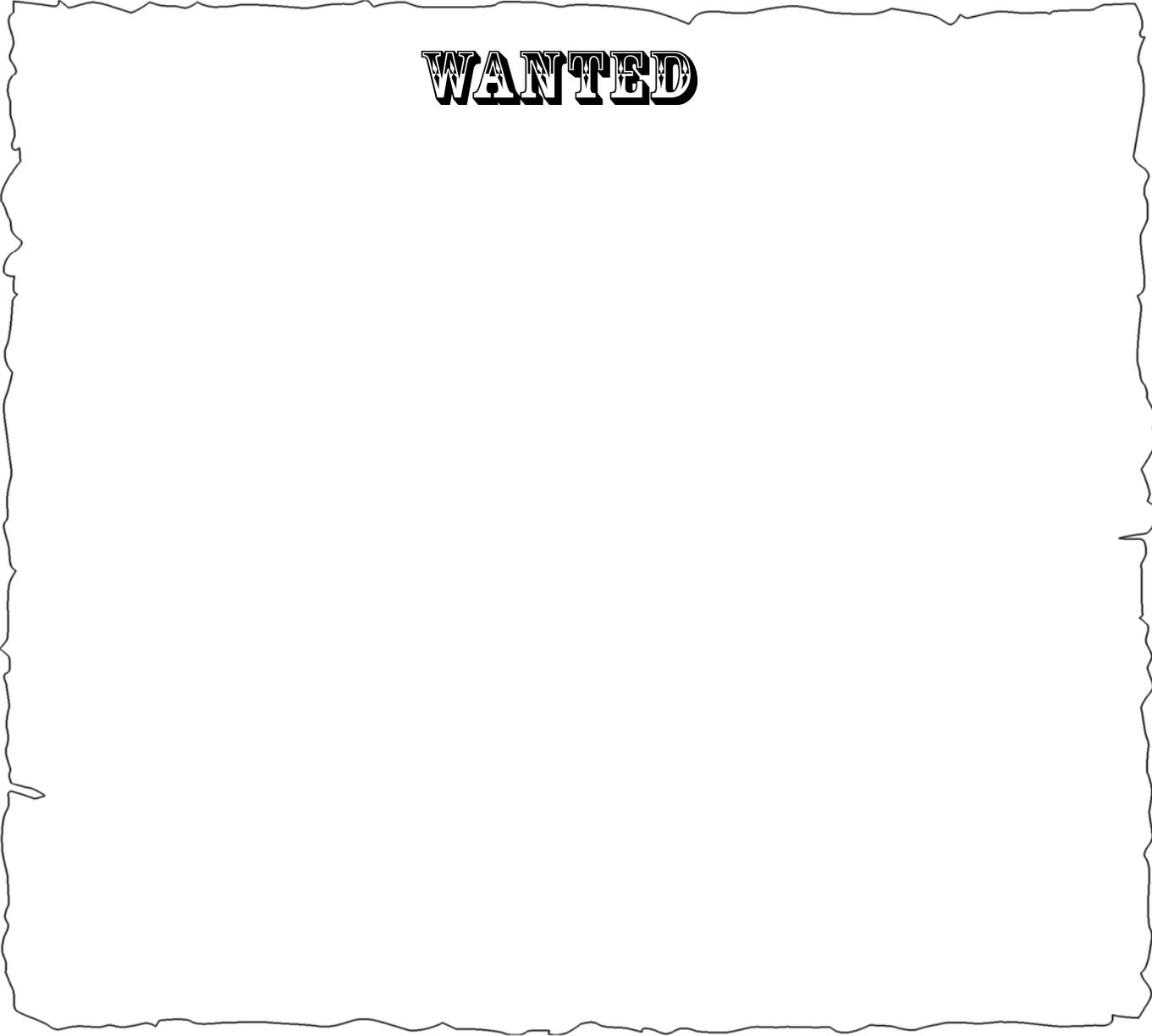


Ned Kelly

Name _____

Multiple Intelligences (visual-spatial)

Design the *Wanted* poster for Ned Kelly. Other ideas to consider: DEAD or ALIVE, ARMED AND DANGEROUS, SHOOT TO KILL. Sketch Ned Kelly, write a description of him and the amount of money offered as the reward.



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Ned Kelly

Name _____

List the things you liked (L), disliked (D), and found interesting (I) about Ned Kelly's life.

L Liked 😊	D Disliked ☹️	I Found Interesting 🤩



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Ned Kelly

Name _____

Choose the correct past-tense action word to complete the sentences below:

tried	decided	sentenced	was
presented	risked	stole	shot
gave	saw	died	returned
went	robbed		

1. When Ned _____ young, he _____ his own life in an act of bravery.
2. The Sheltons _____ Ned with a green silk sash for his bravery.
3. Ned's father _____ and Ned's mother _____ to move the family closer to relatives.
4. The government _____ land to the selectors and the squatters.
5. Some selectors _____ horses and cattle from the squatters.
6. The police _____ the Kelly family as a gang of thieves.
7. Ned _____ to jail.
8. Ned _____ home to do honest work.
9. Constable Fitzpatrick _____ to arrest Ned's brother, Dan.
10. The courts _____ Ellen Kelly to three years in jail.
11. The Kelly Gang _____ three police officers at Stringybark Creek.
12. The Kelly Gang _____ the National Bank of Euroa.



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Ned Kelly

Name _____

Answer these questions about Ned Kelly:

What has Ned Kelly done to make him noteworthy enough to have a book written about him?

Is this book about the childhood or adult life of Ned Kelly?

What has Ned Kelly contributed to Australian history?

Where did the information for this biography originate? (For example, interviews, historical records, etc)

How did the setting (the time and place in which the events took place) affect Ned Kelly's life?

Can you think of an event that influenced Ned Kelly's decision to break the law?

Who do you think influenced Ned Kelly's life?



Ned Kelly

Name _____

Much of the story of Ned Kelly is Australian folklore combined with historical police records. As modern readers, we must consider the information available and decide what we think about the infamous Ned Kelly. A number of things need careful consideration. What do you think? Explain your answers.

What kind of child do you think Ned Kelly was?

How did Ned Kelly feel about his life and the lives of the selectors (poor)?

Why did Ned Kelly begin his troubled career as a law breaker?

What do you think about civilians being given the right to legally shoot to kill members of the Kelly Gang?

Why do you think that 30,000 people signed a petition to spare Ned Kelly's life?

Why do you think Ned Kelly's grave has never been found?



Ned Kelly

Name _____

Complete the details for Ned Kelly.

Type of Book	
Plot	
Setting	
Main Character	
Qualities of Main Character	
Other Characters in the Kelly Gang (List qualities)	
Police (Describe how the police dealt with Ned Kelly)	
Conflict in Ned Kelly's Life	



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