



STAGE 3: Ned Kelly- Hero or Villain?	TERM: 2 2014 WEEKS: 5-9
<p>The students will be reading the texts by Caroline Wilkinson- <i>The Black Snake</i> and Ned Kelly's The Jerilderie Letter. They will also read and view various primary and secondary sources of information. They will analyse texts to discuss how Ned Kelly is portrayed. They will form their own opinion of Ned Kelly- Was he a hero or villain?</p> <p>Text Requirements: Community and Everyday Texts</p> <ul style="list-style-type: none"> - Letter - SMS - Radio/ TV interview - News Report - Facebook page - Comic <p>Concepts Point of view and bias Research Reliability of resources Appropriation</p> <p>Comprehension Strategies Sequencing Key words and phrases Vocabulary Development</p>	
<p>Cross-curriculum priorities</p> <p>Civics and Citizenship </p>	<p>Types of Texts Informative and persuasive</p>

Personal and Social competence 	
Resources <i>The Black Snake</i> - Caroline Wilkinson <i>Ned Kelly's The Jerilderie Letter</i> - Caroline Wilkinson In search for Ned Kelly Ned Kelly- Hero or Villain Sunrise You Tube Meet Ned Kelly- Janeen Brian Ned Kelly- Hero or Villain Ned Kelly- Springboard 4 Make your verdict The Sutherland Letter Ned Kelly and the Green Sash	

Objective A: communicates through speaking, listening, reading, writing, viewing and representing					
EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features		EN3-2A composes, edits and presents well structured and coherent texts		EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	
EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts					
Objective B: use language to shape and make meaning according to purpose, audience and context					
EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts			EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies		
Content Overview					
Speaking & Listening	Writing & Representing	Reading & Viewing	Spelling	Responding and Composing	Grammar, Punctuation & Vocabulary
<i>Develop and apply</i>	<i>Develop and apply</i>	<i>Understands and apply</i>	<i>Understands and apply</i>	<i>Develop and apply</i>	understand that choices

<p><i>contextual knowledge</i></p> <p>understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) **</p> <p><i>Understands and apply knowledge of language forms and features</i></p> <p>use and describe language forms and features of spoken texts appropriate to a range of purposes , audiences and contexts</p> <p><i>Responds to and composes texts</i></p> <p>use interaction skills , for example paraphrasing, questioning and</p>	<p><i>contextual knowledge</i></p> <p>understand and use the key elements (6) of planning, composing, reviewing and publishing in order to meet the increasing demands of topic , audience and language ★</p> <p><i>Understands and apply knowledge of language forms and features</i></p> <p>plan, draft and publish informative and persuasive texts, choosing and experimenting with text structures, language features , images and digital resources appropriate to purpose and audience(ACELY1704, ACELY1714) 📖 **</p>	<p><i>knowledge of language forms and features</i></p> <p>analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) **</p>	<p><i>knowledge of language forms and features</i></p> <p>understand how to use banks of known words, word origins base words suffixes and prefixes, morphemes spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)</p>	<p><i>contextual knowledge</i></p> <p>discuss how the intended audience, structure and context of an extended range of texts influence responses to texts</p>	<p>in grammar, punctuation and vocabulary contribute to the effectiveness of texts</p> <p><i>Understands and apply knowledge of language forms and features</i></p> <p>use complex punctuation to engage the reader and achieve purpose</p> <p><i>Responds to and composes texts</i></p> <p>experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail</p>
--	--	--	---	---	---

<p>interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes 🧑🧑🧑</p>	<p><i>Responds to and composes texts</i></p> <p>use increasingly complex research data from print and digital sources to compose short and sustained texts ⚙️💻</p> <p>assess the reliability of resources , including digital resources, when researching topics 💻⚙️</p>				
<p>Objective C: <i>think in ways that are imaginative, creative, interpretive and critical</i></p>	<p>Objective D: <i>express themselves and their relationships with others and their world</i></p>	<p>Objective E: <i>learn and reflect on their learning through their study of English</i></p>			
<p>EN3-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p>EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p>	<p>EN3-9E recognises, reflects on and assesses their strengths as a learner</p>			
<p>Thinking Imaginatively, Creatively, Interpretively & Critically</p>	<p>Expressing Themselves</p>	<p>Reflecting on Learning</p>			
<p><i>Engage personally with texts</i></p> <p>recognise and explain creative language features</p>	<p><i>Develop and apply contextual knowledge</i></p> <p>understand how to move beyond making bare</p>	<p><i>Develop and apply contextual knowledge</i></p> <p>reflect on own learning achievements against</p>			

<p>in informative and persuasive texts that contribute to engagement and meaning</p> <p>Develop and apply contextual knowledge</p> <p>explore and discuss simple appropriation of texts</p>	<p>assertions and take account of differing perspectives and points of view (28)(ACELA1502) 🧑🏫 ⚙️</p> <p>Responds to and composes texts</p> <p>clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view(ACELY1699) 🧑🏫 ⚙️</p>	<p>specific criteria</p> <p>Responds to and composes texts</p> <p>discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal</p>
	LITERACY CONTINUUMS	
<p>Reading</p> <p>Independent reading</p> <p>Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. (Cluster 11)</p> <p>Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning. (Cluster 12)</p> <p>Reads for sustained periods (30+ minutes) and maintains meaning in longer texts or across a variety of texts on a single topic over time. (Cluster 13)</p> <p>Reads a wide range of increasingly complex subject texts for sustained periods. (Cluster 14)</p> <p>Reading and Viewing texts</p> <p>Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the</p>	<p>Aspects of Writing</p> <p>Text structure</p> <p>Writes sustained texts for a wide range of purposes.</p> <p>Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. (Cluster 12)</p> <p>Creates well structured and sequenced texts for imaginative and persuasive purposes.</p> <p>Creates and develops ideas to explore a concept or theme (Cluster 13)</p> <p>Creates texts that incorporate substantial, elaborated ideas and themes. (cluster 14)</p> <p>Audience and Purpose</p> <p>Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. (Cluster 12)</p>	

<p>purpose for reading/viewing (Cluster 11)</p> <p>Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. extended novels and information texts, video documentaries, multimedia and performance texts, graphic material (Cluster 12)</p> <p>Uses multiple reading pathways in a range of complex texts to locate and assemble information. (Cluster 13)</p> <p>Selects suitable reading pathways to engage with new content. (Cluster 14)</p> <p>Point of view Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. (Cluster 11)</p> <p>Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.</p> <p>Analyses texts to compare how language structures and features are used to position readers and viewers. (Cluster 12)</p> <p>Interprets and responds to points of view in texts with an awareness of underlying social, cultural and/or historical values.</p> <p>Identifies an author's point of view with textual evidence.</p> <p>Identifies different interpretations of and perspectives in texts. (Cluster 13)</p> <p>Text features</p> <p>Analyses and responds to language and grammatical techniques used to influence an audience. (Cluster 11)</p>	<p>Chooses aspects and combinations of texts to suit particular purposes and audiences (Cluster 13)</p> <p>Tailors writing in response to audience, purpose and context (Cluster 14)</p> <p>Text features</p> <p>Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience.</p> <p>Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. (Cluster 12)</p> <p>Makes deliberate language choices for greater precision and technicality.</p> <p>Demonstrates coherency by using a variety of devices that support readers to link ideas and establish relationships. (Cluster 14)</p> <p>Point of view</p> <p>Identifies and explores different perspectives and points of view (cluster 14)</p> <p>Spelling</p> <p>Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words (cluster 10)</p> <p>Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. (Cluster 11)</p> <p>Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. (Cluster 12)</p>
---	--

<p>Purpose</p> <p>Analyses and evaluates how texts are shaped by purpose, audience and context.</p> <p>Judges the value or effectiveness of texts according to their purpose and subject matter. (Cluster 13)</p> <p>Identifies and evaluates ways in which authors use language, structures and textual features to achieve particular purposes. (Cluster 14)</p> <p>Vocabulary Knowledge</p> <p>Word Meaning</p> <p>Demonstrates understanding of new words for new concepts. (Cluster 11)</p> <p>Draws on knowledge of word origins to work out meaning of new words. (Cluster 12)</p> <p>Applies knowledge of root words and word origins to understand the meaning of new subject specific words.</p> <p>Uses a combination of effective strategies to work out the meaning of unknown words. (Cluster 13)</p> <p>Applies knowledge of non-English words to infer meaning of unfamiliar words (Cluster 14)</p> <p>Word Choice</p>	<p>Self-regulates spelling and applies spelling knowledge and strategies to spell complex, subject specific vocabulary. (cluster 13)</p> <p>Punctuation</p> <p>Experiments with using complex punctuation to engage the reader and achieve purpose. (Cluster 11)</p> <p>Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. (Cluster 12)</p> <p>Uses correct and appropriate punctuation to support meaning.</p> <p>Uses paragraphing to structure information and partition events and ideas. (Cluster 13)</p> <p>Uses a range of complex punctuation to support clarity and precision of meaning. (Cluster 14)</p> <p>Sentence structure</p> <p>Uses topic sentences and appropriately organises main and subordinate ideas. (Cluster 11)</p> <p>Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. (Cluster 12)</p> <p>Intentionally constructs a variety of sentence types including complex sentences for effect. (Cluster 13)</p>
--	---



<p>Makes effective word choices in response to purpose and audience when creating texts.</p> <p>Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing.</p> <p>(Cluster 11)</p> <p>Selects appropriate vocabulary in response to context, purpose and audience.</p> <p>Selects vocabulary that expresses feelings, opinions and judgements. (Cluster 13)</p> <p>Demonstrates deliberate choice of words considering purpose, audience, context, subject knowledge and reference resources to clarify meaning (Cluster 14)</p> <p>Aspects of Speaking</p> <p>Group discussions (31)</p> <p>Collaborates effectively in pair and group work when exploring subject content, concepts and ideas. (Cluster 13)</p> <p>Applies appropriate protocols for participation in group work and discussions. (Cluster 14)</p> <p>Point of View (28)</p> <p>Logically develops arguments and points of view when planning more formal oral texts such as speeches and debates.</p> <p>Analyses, synthesises and evaluates the views and reasons put forward by others. (Cluster 11)</p> <p>Effectively sustains a point of view throughout a discussion or debate,</p>	<p>Selects sophisticated grammatical structures to enhance quality of writing. (Cluster 14)</p> <p>Handwriting</p> <p>Writes fluently with appropriate size, slope and spacing. (Cluster 11)</p> <p>Uses legible, fluent handwriting style (Cluster 13)</p>
---	--

<p>drawing on a range of sources to provide justification. (Cluster 12)</p> <p>Expresses opinions to others with increasing confidence. Asks relevant clarifying questions. (Cluster 13)</p> <p>Identifies opinions offered by others, proposes other relevant viewpoints and extends ideas in a constructive manner. (Cluster 14)</p>	
<p style="text-align: center;">Assessments (Indicated with *)</p>	
<p>Task: To create an sms conversation between a landowner and Ned Kelly. Use strong language to demonstrate the landowners' dislike for the Kelly family, including synonyms for the word 'group'.</p> <p>Write a letter from a selector or squatter to Mrs Kelly complaining about Ned Kelly stealing stock.</p> <p>Task: Write a dialogue for Ned explaining to his mother about the 'borrowed' stock and record on PuppetPals</p> <p>Task: Participate in a debate on the topic <i>Ned Kelly a Villain or a Hero?</i></p> <p>Task: Write a discussion on <i>Should Ned Kelly be an Australian Hero?</i></p> <p>Task: In groups prepare and present a TV interview with two 'experts' with opposing opinions on Ned Kelly.</p> <p>Task: Create a fake Facebook page for someone involved in the Kelly saga.</p> <p>Task: Create a comic of Ned Kelly's life</p> <p>Task: Running records of passages 1 and 2.</p> <p>Task: Reflect on own learning achievements against the criteria for each task</p>	

Week 5			
Focus	Learning Activities Text: Letter	Adjustments and Extensions	Registration and Evaluation
Reading and Viewing texts <i>Understands and apply knowledge</i>	Low order literate orientation Introduce the book by going through each chapter (see attached).		

<p>of language forms and features analyse how text structures and language features (work together to meet the purpose of a text (ACELY1711) ⚙️ Analyses and evaluates how texts are shaped by purpose, audience and context.</p>	<p>High order literate orientation – Chapter 1 Discuss that the purpose of the first part of each chapter is to provide a point of view of the events that occurred. It is a persuasive text. <i>The purpose of this part of the story is to influence the reader into thinking that Ned Kelly was a scoundrel. The remainder of each chapter is factual text based on extensive research. The purpose is to inform the reader.</i> Discuss the primary sources- photos of Ned, extract from letters. Discuss the descriptive language used by the author to persuade the reader.- brawling thieves, great brood, ramshackle huts, like herds of animals, pack of louts, dark penetrating eyes.</p> <p>Passage 1 PQR- (Highlight the words) brawling, brood, ramshackle, squatter, louts, fend, colony Students read the passage to a partner. Running record at the end of week 6. Students read the book independently.</p> <p>Transformations <i>The Irish are all the same. A bunch of brawling thieves. And don't tell me I've got no right to say that. I should know. I live among a great brood of them- the Kelly's and their relations the Quinns and Lloyds.</i></p> <p>Short sentences to build tension Complex sentences to add detail Use of hyphen- to add more detail</p> <p>Students place their name on a continuum depicting whether they think Ned Kelly is a villain or a hero.</p>		
<p>Spelling</p>	<p>Spelling</p>		

<p><i>Understands and apply knowledge of language forms and features</i> understand how to use spelling patterns and to learn and spell new words, CELA1513, ACELA1514, ACELA1526)</p>	<p><i>ti and ci/sh as in relations and politician</i> information, description, station, petition, actions, relations, politician, special, efficient, social Write the words, using a different colour for the <i>sh</i> sound. Write the base word for each word. Word building for each word. Write the words in order of the number of letters. Make a card with each syllable of each word. Make the words using the syllable cards. Type the words using the scrabble font. Work out the value for each word Play a Hangman type game on Notebook. Activities on www.spelling.city.com</p>		
<p>Writing and Composing <i>Develop and apply contextual knowledge</i> understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic , audience and language ★</p> <p><i>Understands and apply knowledge of language forms and features</i> plan, draft and publish informative and persuasive texts, choosing and experimenting with text structures, language features, appropriate to purpose and audience</p>	<p>Writing- Letter Whole Class Display models of a letter, including the Jerilderie Letter and the Sutherland Letter. Discuss the text structure and features.</p> <p>Highlight the short sentences in Passage 1. <i>The Irish are all the same.</i> <i>Nothing's safe.</i> <i>He turned to drink</i> <i>God rest his soul.</i></p> <p>Explain the task and criteria. * <i>Task: Write a letter from a selector or squatter to Mrs Kelly complaining about Ned Kelly stealing stock.</i> Purpose: to inform Mrs Kelly that her sons had stolen stock, and to persuade her that her sons are thieves. Audience: Mrs Kelly Criteria:</p>		



<p>(ACELY1704, ACELY1714)  </p> <p>Grammar, Punctuation and Vocabulary <i>Responds to and composes texts</i> experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail</p>	<ul style="list-style-type: none"> - to have short sentences to engage the reader, followed by a variety of sentences to elaborate on information. - To have at least one hyphen- used to elaborate on information. - To have a variety of strong descriptive words <p>Modelled Model using a short sentence to introduce a topic followed by a variety of sentences to elaborate. <i>Your sons are thieving scoundrels. They have been seen throughout the district with horses, which clearly do not belong to them. They skylark and show off while riding these horses. They then sell the horses to unsuspecting buyers, only to go on and thief another horse for their own use.</i></p> <p>Guided: Provide a number of short sentences for the students to use a starters <i>Your brood are all the same.</i> <i>Your boys are always in trouble.</i> <i>Your sons are thieving scoundrels.</i> <i>You need to discipline your children.</i> <i>Your clan is a menace.</i></p> <p>Students write a short paragraph and share with the class.</p> <p>Independent: Students write the letter to Mrs Kelly. They edit the letter and proofread it prior to publishing (handwritten)</p>		
<p>Handwriting</p>	<p>Handwriting Independent:</p>		

	Students publish their letter using cursive handwriting.		
Comprehension- Vocabulary Knowledge Vocabulary is a reader's knowledge of words and word meanings.- print and oral	Matching words and meanings <i>brawling, brood, ramshackle, squatter, louts, fend, colony</i> Modelled Discuss the importance of understanding the meaning of the words to make sense of the text. Model using the text to search for clues to work out the meaning of the words. Guided: Students locate the meaning of the words in the dictionary. Independent: Matching cards are made with the word on one card and the meaning of the other. Students play games to match the cards. Match the meaning and the words in Notebook. (The Reading Activity Handbook p 22)		
Speaking and Listening Develop and apply contextual knowledge use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts	Monologue Modelled Read p 14-17 of <i>Ned Kelly's Jerilderie Letter</i> . Discuss the language Ned used to persuade the reader <ul style="list-style-type: none"> - <i>as clever as an old wombat at getting horses to run away with him</i> - <i>I pleaded our innocence</i> - <i>My fist came in collision with Mr McCormack's nose</i> - Model being Ned explaining to his mother that he only borrowed the horses. The purpose is to persuade his mother he is innocent. Guided: Students work in pairs. They provide feedback to each other on the monologue created. Independent:		

	* Record the monologue using the PuppetPals iPad app.		
--	---	--	--

Week 6			
Focus	Learning Activities Text: SMS	Adjustments and Extensions	Registration and Evaluation
<p>Reading and Viewing texts <i>Understands and apply knowledge of language forms and features</i> analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) ❄️</p> <p>Analyses and evaluates how texts are shaped by purpose, audience and context.</p>	<p>Low order literate orientation This lesson is focusing on the literary devices that the author uses to persuade the reader to either think Ned was a villain or a hero.</p> <p>High order literate orientation. Passage 1 PQR- brawling, brood, ramshackle, squatter, louts, fend, colony Discuss the purpose of the inverted commas around “<i>borrowing</i>” (to persuade the reader to disbelieve). Highlight the word.</p> <p>Discuss the use of the first person (I, I’ve, I’m, me, my). The author places the reader in the story. Highlight the words</p> <p>Discuss the use of synonyms the author used to describe the Kelly family- <i>bunch, brood, clan, pack, herd</i>. The words are used to promote negative thoughts about the family’s behavior.</p> <p>Students read the passage to a partner Students read the book independently.</p> <p>Transformations <i>The Irish are all the same. A bunch of brawling thieves. And don’t tell me I’ve got no right to say that. I should know. I live among a great brood of them- the Kelly’s and their relations the Quinns and Lloyds.</i></p>		

	<p>Synonyms Explain that this passage encourages the thoughts of prejudice- that all Irish fight and thief. Make a list of other synonyms which could be used to describe the family- gang, mob, pack.</p> <p>Students place their name on a continuum depicting whether they think Ned Kelly is a villain or a hero. Move their name throughout the unit.</p>		
<p>Spelling <i>Understands and apply knowledge of language forms and features</i></p> <p>understand how to suffixes and prefixes, to learn and spell new words, (ACELA1513, ACELA1514, ACELA1526)</p>	<p>Prefixes <i>Prefixes dis and un meaning not or opposite</i> disappear, unsafe, unsettle, unlawful, unpredictable, disrespect, disprove, disrespect, unofficial, displease Write the words, using a different colour for the <i>prefix</i> Write the base word for each word. Word building for each base word, ie <i>appear, appeared, reappeared</i> Write the words in alphabetical order. Play a Hangman type game on Notebook. Activities on www.spelling.city.com</p> <p>Play <i>Can I come to your party</i> spelling game One student thinks of a rule, ie a spelling pattern, number of syllables, double letters etc. Students take turns to name a word, <i>Can 'unlawful' come to the party?</i> If the chosen word has the rule, say yes. If not, say no. Students continue until they figure out the rule.</p>		
Writing and Representing	<p>Writing- SMS Whole Class</p>		

<p><i>Develop and apply contextual knowledge</i></p> <p>understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language</p> <p>★</p> <p><i>Understands and apply knowledge of language forms and features</i></p> <p>plan, draft and publish informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (4) (ACELY1704, ACELY1714)</p> <p> </p>	<p>Discuss the use of SMS messages- to give a message using only a few characters.</p> <p>Modelled</p> <p>Show how to use the SMS Generator http://www.classtools.net/SMS/ Example http://www.classtools.net/SMS/58_VMXkgT</p> <p>Guided:</p> <p>* Task: To create an sms conversation between a landowner and Ned Kelly. Use strong language to demonstrate the landowners' dislike for the Kelly family, including synonyms for the word 'group'. The purpose is for the sender to persuade the receiver that his version of events is correct.</p> <p>Have student work in pairs on the IWB to create conversations. Discuss the effectiveness of the language used.</p> <p>Independent:</p> <p>Students create an SMS and embed in their Wiki.</p>		
<p>Comprehension- Vocabulary Knowledge</p> <p>Vocabulary is a reader's knowledge of words and word meanings.- print and oral</p>	<p>Alphantics</p> <p>Whole Class</p> <p>Discuss the purpose of the Alphantics- to create a list of topic words</p> <p>Modelled</p> <p>Model adding topic words to the list and why, ie Greta (where Ned Kelly lived), Ellen (his mother's name)</p> <p>Guided:</p> <p>Students work in small groups to add at least one word to each box. Display the word.</p> <p>Independent:</p> <p>Students are given individual sheets to add words to during the unit.</p>		

Speaking and Listening <i>Develop and apply contextual knowledge</i> understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) 🌟👤	Debate * Task; Students work in two groups to prepare a debate for the topic <i>Ned Kelly is an Australian iconic hero.</i> Provide roles for the students. Speaking time 3 minutes. Debate to be held at the end of Week 7		
Handwriting	Handwriting Students choose a passage from the book to write in cursive writing.		

Week 7			
Focus	Learning Activities <i>Text: Primary and secondary sources</i>	Adjustments and Extensions	Registration and Evaluation
Writing and Representing <i>Understands and apply knowledge of language forms and features</i> plan, draft and publish informative (and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714) 📖 🌟🌟 <i>Responds to and composes texts</i>	Whole Class Discuss primary and secondary sources. Primary source: Something that has been created or written during the time period being investigated eg diaries, letters, photographs, pottery, coins. Secondary source: Accounts about the past that were created after the time being investigated, eg textbooks, histories written after the events being described. Provide examples of both and display in the classroom. Modelled Demonstrate the Think Aloud strategy <i>The Sutherland Letter is a primary source because an eyewitness to the Glenrowan Siege wrote it.</i> <i>The Sidney Nolan Ned Kelly series is a secondary source because</i>		

<p>use increasingly complex research data from print and digital sources to compose short and sustained texts ⚙️💻</p> <p>assess the reliability of resources, including digital resources, when researching topics 💻 ⚙️</p>	<p><i>they were painted in a different time.</i></p> <p>Guided: Students sort resources into primary and secondary sources on Notebook file.</p> <p>Independent: Students make a T-chart of primary and secondary sources and write an explanation for each.</p> <p>Low order literate orientation <i>This passage is taken from the Jerilderie Letter. These are Ned Kelly's words. The purpose of the text is for Ned Kelly to persuade the general population that he was forced to become an outlaw. The purpose of the lesson is to look for evidence of what drove Ned to become an outlaw. We are also looking for evidence of the type of person Ned was.</i></p> <p>High order literate orientation Passage 2- The Jerilderie Letter PQR: outlawed, enquired, bragging, surrendered, scattered, manured, bloated, ruffians, lagging, diffing Read the passage to a partner each day. Running record at the end of Week 8</p> <p>Students look for evidence (and highlight) that the police forced Ned Kelly was forced to become an outlaw</p> <ul style="list-style-type: none"> - I would get no justice if I gave myself up. - the police had been bragging that they would shoot me first then cry surrender. - they had upset the milk dishes, broken tins of eggs, emptied flour onto the ground. 		
---	---	--	--

	<ul style="list-style-type: none"> - They shoved the girls in front of them into the rooms, so if anyone was there they would shoot the girls first. - they will blow me into small pieces. - They threatened to shoot the girls and the children - The police were not satisfied with frightening my sisters day and night and lagging my mother and those innocent men. <p>Students look for evidence (and highlight) that Ned was very angry towards the police</p> <ul style="list-style-type: none"> - I would have scattered their blood and brains like rain. - I would have manured the Eleven Mile with their bloated carcasses - This sort of cruelty and disgraceful conduct made my blood boil. - They will see wholesale and retail slaughter. <p>How Ned describes himself</p> <ul style="list-style-type: none"> - yet remember there is not one drop of murderous blood in my veins. <p>Transformations</p> <p><i>I was over 400 miles from Greta when I heard I was outlawed. I knew I would get no justice if I gave myself up. I enquired after my brother Dan and found him up on Bullock Creek. He told me the police had been bragging that they would shoot me first then cry surrender.</i></p> <p>verb subject object</p> <p>Sort the phrases into independent and dependent clauses</p>		
Grammar, Punctuation and	<p>Punctuation</p> <p>Whole Class</p> <p>Discuss how Ned Kelly dictated the Jerilderie Letter to Joe Byrne,</p>		

<p>Vocabulary</p> <p>understand that choices in grammar , punctuation and vocabulary contribute to the effectiveness of texts</p>	<p>who scribed it. It is written in 'talking' language, not 'written' language. It has not punctuation.</p> <p><i>heard how the Police used to be blowing that they would not ask me to stand they would shoot me first and then cry surrender and how they used to rush into the house upset all the milk dishes break tins of eggs empty the flour out of the bags on to the ground and even the meat out of the cask and destroy all the provisions and shove the girls in front of them into the rooms like dogs so as if any one was there they would shoot the girls first</i></p> <p>Modelled Model how to rewrite the first 'complete' idea into a sentence. Discuss this is what Caroline Wilkinson did so we could read the letter more easily. <i>I heard how the police used to be blowing how they would not ask me to stand, but they would shoot me first and then cry surrender./</i></p> <p>Guided: Have the students highlight each complete thought in the passage. Rewrite the passage jointly.</p> <p>Independent: Provide the students with a passage (attached) from The Jerilderie Letter. Have them identify and highlight the 'complete thoughts' and rewrite the passage using the correct punctuation and grammar.</p> <p>Students then provide examples of various sentence types from their passage.</p>		
<p>Reading and Viewing</p> <p><i>Responds to and composes texts</i></p> <p>use increasingly complex research data</p>	<p>Research * Task: Write a report <i>Should Ned Kelly be an Australian Hero?</i> Due the end of the term.</p> <p>Students used the attached proforma to collect evidence from texts</p>		

<p>from print and digital sources to compose short and sustained texts ⚙️💻</p> <p>assess the reliability of resources, including digital resources, when researching topics 🖨️</p>	<p>and artefacts.</p>		
<p>Speaking and Listening <i>Develop and apply contextual knowledge</i></p> <p>understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) ⚙️👥</p>	<p>Debate * Task: Students work in two groups to prepare a debate for the topic <i>Ned Kelly is an Australian iconic hero.</i> Provide roles for the students. Speaking time 3 minutes. Debate to be held at the end of Week 7</p>		
<p>Spelling</p> <p><i>Understands and apply knowledge of language forms and features</i></p> <p>understand how to use word origins base words suffixes and prefixes and morphemes to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)</p>	<p>Word origins Whole Class Explain the meaning of the prefix <i>out</i> (external, away from, or surpassing, exceeding) The meaning of the word outlaw- a person who refuses to obey the laws, behavior outside of the governing laws. Guided Make a list of words with the prefix <i>out</i> Whole Class Explain the meaning and origin of the word <i>acquaint</i> (to make familiar) From Latin C13 <i>cogn</i> (to know) Guided Make a list of words with the morpheme <i>cogn</i> (recognise, cognition)</p> <p>Police- C16 Latin <i>polic</i>- government and Greek word <i>polis</i>- state Make a list of words with the morphemes <i>polic/pol</i>is (polite, politician)</p>		

Comprehension Strategies Key words and phrases Readers extract the key words and phrases from the text to develop understanding of the whole text. The words or phrases can be literal or inferential.	Most important word Modelled Discuss the purpose of the strategy- <i>Find the most important word or phrase to summarise the text.</i> <i>Display poster (attached)</i> Read p 81- 85 Of Black Snake. Model locating the key phrases and summarise the chapter- Kelly gang robbed a bank and Ned wrote a letter. Guided: Have each student read a different chapter and summarise the chapter in 10 words or less Share the summaries		
Handwriting	Handwriting Rewrite their Jerilderie Letter passage in cursive handwriting		

Week 8			
Focus	Learning Activities TV interviews Facebook page	Adjustments and Extensions	Registration and Evaluation
Responds to and composes texts use increasingly complex research data from print and digital sources to compose short and sustained texts ⚙️💻 assess the reliability of resources , including digital resources, when researching topics 📖	Research * Task: Write a discussion on <i>Should Ned Kelly be an Australian Hero?</i> Students used the attached proforma to collect evidence from texts and artefacts.		
Comprehension Strategies Key words and phrases	Summary Independent: Students reread The back Snake and summarise the each chapter in		

<p>Readers extract the key words and phrases from the text to develop understanding of the whole text. The words or phrases can be literal or inferential.</p>	<p>the following way</p> <ol style="list-style-type: none"> 1- 10 words 2- 9 words 3- 8 words 4- 7 words 5- 6 words 6- 5 words 7- 4 words 8- 3 words 9- 2 words 10- 1 word <p>Publish a poem using the above summaries</p>		
<p>Spelling</p> <p><i>Understands and apply knowledge of language forms and features</i></p> <p>understand how to use banks of known words, word origins base words suffixes and prefixes, morphemes spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)</p>	<p>Prefixes Prefix in, im, ir, il</p> <p><i>The prefix 'in' has two common meanings-It may mean 'in and into' or 'not or without.' The prefix may be spelt in different ways, depending on the root word. It is spelt 'im' if the root word begins with 'm' or 'p'. It is spelt 'ir' if the root word begins with 'r' and 'il' if the root word begins with 'l'</i></p> <p>Illegal, imprisoned, impounded, illegible, irresponsible etc</p> <p>Play snap with cards http://dynamo.dictionary.com/133819/prefixes-ir-in-il-im/print</p> <p>Play Stomp- Students form teams. One player on each team participates at a time. Teacher reads out the meaning of the word and the players stomp on the word card. The team with the most cards wins.</p> <p>Sort the prefixes</p>		

	http://www.spunkyenglish.com/Vocabulary/Affixes/affix_int_negSort.html Complete the activities at http://quizlet.com/5659816/spelling-prefixes-imilir-flash-cards/ Complete activities at www.spellingcity.com		
Speaking and Listening <i>Develop and apply contextual knowledge</i> understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) ✱ <i>Understands and apply knowledge of language forms and features</i> use and describe language forms and features of spoken texts appropriate to a range of purposes , audiences and contexts <i>Responds to and composes texts</i> use interaction skills , for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes 🧑🧑	Media Interview Whole Class * Task: In groups prepare and present a radio or TV interview with two 'experts' with opposing opinions on Ned Kelly. Watch Sunrise interview https://www.youtube.com/watch?v=kS5F9f6kWxc&app=desktop Discuss the features <ul style="list-style-type: none"> - introduction - hosts asking leading questions - images of primary sources - conclusion Each group member is given a specific role <ul style="list-style-type: none"> - host/s - interviewee (expert) x2 - camera person - researcher 	Task: Create a documentary on Ned Kelly. Include images primary sources Watch documentary https://www.youtube.com/watch?v=MwacmASYFvk Discuss the features <ul style="list-style-type: none"> - Introduction - Discuss primary sources 	

Thinking Imaginatively, Creatively, Interpretively & Critically <i>Develop and apply contextual knowledge</i> explore and discuss simple appropriation of texts	Facebook Page * Task: Create a fake Facebook page for someone involved in the Kelly saga. Use Steph Westwood's PowerPoint proforma to create a fake Facebook page. http://webtoolandapps.wikispaces.com/Fake+social+media		
--	--	--	--

Week 9			
Focus	Learning Activities Comic	Adjustments and Extensions	Registration and Evaluation
Comprehension Sequencing Knowing the sequence of events in a story helps us to picture what is happening and when. It helps make the story clear and easy to follow. When events are not in order, the story becomes blurry and hard to follow.	Sequencing Whole Class List the events that occurred that led Ned Kelly becoming an outlaw and ultimately led to his death. Independent: * Task: Students create a comic of Ned Kelly's life using the ComicLife ipad app.		
	Complete all tasks		

The Black Snake- The Daring of Ned Kelly **Caroline Wilkinson**

Introduction

Read page 1- The Introduction

Display the *Kelly Country* map. View the same area in Google Maps. Discuss the town the students are familiar with.

Each chapter tells about an episode in Ned Kelly's life from a first person point of view and a third person point factual text. The first person is written in italics. The background is old-fashioned handwriting. The factual text sub-headings, text boxes, photos and other primary sources.

Chp 1- The Wild Colonial Boy

First person- A selector telling about his thoughts of Ned's family. He also tells about a time when one of his horses went 'missing' and Ned returns it and asks for the reward.

Factual- Ned Early years. His dad was an ex-convict and bought a farm near Beveridge. It wasn't successful. When Ned was 12 his father died. Ned's mum 'selected' a piece of land near Greta. Selectors disliked the squatters. Many of Ned's relatives had criminal records. When Ned was 13 his neighbour claimed Ned has stolen his horse.

When Ned was 11 he rescued a drowning boy from a creek. The boy's parents gave him a green sash as a reward.

Ned was an excellent horseman. He performed at local event.

Ned only had 2 years of schooling, but learn to read and write. He left school to work on the farm. He became an apprentice bushranger to Harry Power and spent a few weeks in jail.

He also went to jail for 'violent assault' for 6 months when he got into an argument with two hawkers. He was 15

Chp 2- Horse Business

First person- a hawker telling about the Constable Hall wanting to arrest Ned for riding a stolen horse.

Ned thought the horse he was riding belonged to Wild Wright, but Wright had stolen it. Constable Hall tried to shoot Ned, but the gun misfired. They had a fight and Hall bashed Ned with his revolver. Ned was charged with received a stolen horse. He was sentenced to three years hard labour. He was released when he was 19.

Ned started work at a local timber mill. Ned wanted revenge of Wild Wright so organised a boxing match against him, and beat him.

Ned decided to steal horses and cattle to sell. He was joined by his brother Dan, step-father, cousins and friends Aaron Sherritt and Joe Byrne. They had a hut and acres in the Wombat Ranges.

They changed the brand on the stock so they could resell them. They often sold the stock in NSW. Eventually they decided to close the business.

Chp 3-One Stray Bullet

First person- Kate Kelly tells how Constable Fitzpatrick assaulted her, her brothers tried to save her and his gun went off and nicked his wrist. Her mother hit over the head with a coal shovel.

Constable Fitzgerald reported the attack, and said Mrs Kelly attacked him unprovoked and Ned shot him. There have been 7 versions of this incident recorded. It was this incident that turned the Kelly brothers into outlaws.

Gayle Pinn
Yerong Creek PS 2013

Ned and Dan rode off to the bush to hide. Mrs Kelly (who had a 3 day old baby), a brother-in-law and a neighbour were all arrested for attempted murder of Constable Fitzpatrick.

Ned and Dan hid in the Wombat Ranges. They panned for gold and set up an illegal whisky still. They intended to sell the gold and the whisky to raise money for a lawyer. The three were found guilty and sentenced to jail with hard labour.

Ned made an offer to give himself up if his mother was freed, but the offer was rejected.

A reward was offered for information about the Kelly boys.

Steve Hart and Joe Byrne decided to join the Kellys.

There is a description of each of the Kelly gang members.

Chp 4- *Enemies of Society*

First person- Rose Kennedy tells about the shooting of her father, a policeman, by the Kelly gang at Stringybark Creek.

Two gangs of police were searching for the Kelly Gang. The Kelly Gang heard shots in the bush and went to find the police camp. Ned shot Constable Lonigan. Two other police returned to the camp. Ned shot Constable Scanlon, then shot Sergeant Kennedy. The bushrangers took the policemen's guns and searched their pockets for money and valuables. McIntyre had escaped and went for help.

A special law was passed in parliament, which allowed killing or capturing them for a reward. Now the entire police force and the public were after them.

Chp 5- *Blunders, fools and cowards*

First person- Snr Constable Johnson tells of the poorly ran search for the Kellys.

The Kelly Gang mostly stayed very close to Glenrowan. The police were very scared of the gang. The gang had to hide in a flooded creek while the police searched for them.

The top ranking police officers appeared to be cowardly and inefficient. Inspector Smith was often late out of bed, and would not camp out. He had to go back to the hotel each evening. Ned thought they could outsmart the police. He decided he didn't want to rely on poor farmers for food, so they decided to start robbing banks.

Chp 6- *a Perfect Plan*

First person- maid for the Euroa Bank tells how the Kelly Gang robbed the bank, and then took them to Faithfull's Creek property.

The Kelly Gang had planned the bank robbery very well. First they went to Faithfull's Creek and locked up all the workers. They arranged for a hawker to arrive at the property and 'stole' clothes from his wagon to wear. They cut the telegraph wires to Euroa, and used the hawker's cart to ride into town. They chose a day that many people would be at a funeral and at a town meeting. They robbed the bank when it was closed. They didn't want the news of the robbery to spread, so they rounded up the bank-manager, his family and servants and took them to Faithfull's Creek. When it was dark they told their captives to give them three hours before they contacted anyone.

Joe Byrne had stayed at the homestead. During this time he scribed a letter Ned had dictated to him to inform people of how his family had been treated and why he became a bushranger. One copy of the letter was sent to a politician, Donald Cameron, and the other to Superintendent Sadleir. It has become known as the *Cameron Letter*.

The newspaper articles reporting the bank robbery were in favour of the Kelly Gang. They were not allowed to publish the *Cameron Letter*, but published snippets of it.

Two months later the gang crossed into NSW to rob another bank.

Chp 7- *The Kelly Gang Strikes Again*

First Person- Mr John Tartelton, the bank manager at Jerilderie, tell of how the Kelly Gang robbed his bank.

Again the robbery was well-planned. The gang held up the police station on the Sunday and locked the policemen in the jail. The gang dressed up as policemen and looked around the town. The next day Ned held up the pub, and would use this for his prisoner. They then held up the bank. The bank manager was having a bath. He then took the bank manager and clerk to the hotel as hostages. He sent townspeople out to cut down the telegraph poles. Joe Byrne had scribed a longer letter for Ned. Ned gave it to the bank clerk, who said he would give it to the newspaper editor to print. This didn't happen. The clerk gave the letter to the police. It is known as the *Jerilderie Letter*. The gang were not heard of for another year and a half.

Chp 7- *The Disappearing Outlaws*

First person- a volunteer tells how Ned's sister Maggie tricked them into following her, and got them away from her house.

Maggie would provide the gang with food while they were in hiding.

The reward for the Kelly gang had been increased to 8000 pounds, equivalent to 2 million dollars, yet no one was willing to give them up. Chief Commissioner Standish decided they needed to deal with the Kelly sympathisers. 21 friends and relatives were arrested. This just made people more sympathetic to the Kelly cause.

Aaron Sherritt, who had been with the gang during their stock stealing days, became a police informant. Rumours spread that Sherritt was going to kill Joe Byrne. Joe Byrne went to Sherritt's hut and shot him. There were 4 police hiding in the hut, and they let Byrne get away.

Ned and Joe read a lot while in hiding. It is thought that Ned Kelly got his idea for his armour from one of the books he had read.

Chp 8- *Taken Alive*

First person- an errand boy at the newspaper tells of the siege at Glenrowan.

Ned knew after the killing of Sherritt, that more police would be sent to the area from Melbourne by train. The police surrounded the inn. Within minutes Ned has shot Superintendent hare, and he had to be taken away for treatment. Ned came out with his armour on. The police started shooting at him. He was shot in his arm and leg. The next morning more police arrived. The police kept shooting at Ned. Finally he was hot in the leg and he fell. Ned was arrested.

After the prisoners got out of the inn, the police set fire to it. A priest entered the building and saw that the gang members were already dead.

It is unclear what Ned's motives were at Glenrowan. Some say he was planning to take control of the NE Victorian Government and form a republic.

Chp 10- *Silenced*

First Person- Mrs Kelly tells of the hanging of Ned Kelly.

Ned went to trial for murder 5 months after Glenrowan. He had a young inexperienced lawyer. The judge was Sir Redmund Barry, the same judge who had sentenced Mrs Kelly to jail. He was sentenced to death by hanging.

Ned continued to write letters while he was in jail. There was a petition to save Ned's life, which had 32, 000 signatures.

Ned was hanged on Nov 11 1880 at 25 years of age. 5000 people gathered at the jail to mourn his death.

After his death a plater cast of his head was made. His head was cut off and his brain used for scientific purposes.

Ned's actions had an effect- Royal Commission was held. Almost every police officer involved in the Kelly hunt was reprimanded.

More that 200 books have been written about Ned Kelly.as well as paintings, sculptures, plays, TV shows, movies, opera and ballet

The Black Snake
Passage 1

Wild Colonial Boy

What if you were there...

The Irish are all the same. A bunch of brawling thieves. And don't tell me I've got no right to say that. I should know, I live among a great brood of them- the Kelly's and their relations the Quinns and Lloyds. I'm no squatter. I've worked hard all my life. I've paid for my land, all 250 acres of it, with sweat off my brow. No one could call me rich, but compared to the Kelly clan I'm a wealthy man. They live in ramshackle huts, whole families in one room, like herds of animals.

Old Mr Quinn's not a bad bloke, but his sons are a pack of louts. Nothing's safe. I have to keep my eyes on my few horses day and night, for fear of them disappearing. The women aren't much better than the men. You couldn't call them ladies. They scream abuse at you if you so much as look at them and they seem to marry fellows even worse than their brothers. I don't know what's to become of this colony if these are the sorts of people who are allowed to settle. I'd rather have the convicts. Most of them have had the flashness knocked out of the by the time they're freed.

I thought Red Kelly might make something of himself, but he didn't. He turned to drink. God rest his soul. Now his wife and children are left to fend for themselves. The boys are always in trouble. If they are not stealing chickens, they're "borrowing" horses which they ride around, jumping fences and creeks. Sometimes the owners find the horses back in their paddocks a week or two later, exhausted and in need of being reshod. Sometimes they never see them again.

297 words

PQR

Use of inverted commas

Short sentences

First person

Synonyms

**The Black Snake
Passage 1**

Wild Colonial Boy

What if you were there...

The Irish are all the same. A bunch of brawling thieves. And don't tell me I've got no right to say that. I should know, I live among a great brood of them- the Kelly's and their relations the Quinns and Lloyds. I'm no squatter. I've worked hard all my life. I've paid for my land, all 250 acres of it, with sweat off my brow. No one could call me rich, but compared to the Kelly clan I'm a wealthy man. They live in ramshackle huts, whole families in one room, like herds of animals.

Old Mr Quinn's not a bad bloke, but his sons are a pack of louts. Nothing's safe. I have to keep my eyes on my few horses day and night, for fear of them disappearing. The women aren't much better than the men. You couldn't call them ladies. They scream abuse at you if you so much as look at them and they seem to marry fellows even worse than their brothers. I don't know what's to become of this colony if these are the sorts of people who are allowed to settle. I'd rather have the convicts. Most of them have had the flashness knocked out of the by the time they're freed.

I thought Red Kelly might make something of himself, but he didn't. He turned to drink. God rest his soul. Now his wife and children are left to fend for themselves. The boys are always in trouble. If they are not stealing chickens, they're "borrowing" horses which they ride around, jumping fences and creeks. Sometimes the owners find the horses back in their paddocks a week or two later, exhausted and in need of being reshod. Sometimes they never see them again.

297 words

Vocabulary Knowledge

Use the sentence to work out the
meaning of new words.

Know that words may have lots of
meanings.

Topic_____

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Ned Kelly's The Jerilderie Letter (Caroline Wilkinson)
Passage 2

I was over 400 miles from Greta when I heard I was **outlawed**. I knew **I would get no justice if I gave myself up**. I **enquired** after my brother Dan and found him up on Bullock Creek. He told me the police had been bragging that they would shoot me first then cry surrender.

While searching my mother's house, they had upset the milk dishes, broken tins of eggs, emptied flour onto the ground. They shoved the girls in front of them into the rooms, so if anyone was there they would shoot the girls first.

But they knew well I was not there or **I would have scattered their blood and brains like rain**.

I would have manured the Eleven Mile with their bloated carcasses- yet remember there is not one drop of murderous blood in my veins.

The police have been telling my sisters **they will blow me into small pieces**. **They threatened to shoot the girls and the children**. The greatest **ruffians** and murderers, no matter how desperate, would not be guilty of such cowardly actions. **This sort of cruelty and disgraceful conduct made my blood boil**. I don't think there is a man born would have the patience to suffer it.

Yet in every newspaper I am called the blackest and coldest-blooded murderer ever. But if I hear any more of it, I will show them something different to shooting three troopers in self-defence and robbing a bank. **They will see wholesale and retail slaughter**.

The police were not satisfied with frightening my sisters day and night and lagging my mother and those innocent men. They followed me and my brother into the wilds where Dan had been quietly **diffing** for gold, neither molesting or interfering with anyone.

293 words

PQR

Evidence that the police forced Ned Kelly to become an outlaw

Evidence that Ned was very angry with the police

How Ned describes himself

Ned Kelly's The Jerilderie Letter (Caroline Wilkinson)
Passage 2

I was over 400 miles from Greta when I heard I was outlawed. I knew I would get no justice if I gave myself up. I enquired after my brother Dan and found him up on Bullock Creek. He told me the police had been bragging that they would shoot me first then cry surrender.

While searching my mother's house, they had upset the milk dishes, broken tins of eggs, emptied flour onto the ground. They shoved the girls in front of them into the rooms, so if anyone was there they would shoot the girls first.

But they knew well I was not there or I would have scattered their blood and brains like rain.

I would have manured the Eleven Mile with their bloated carcasses- yet remember there is not one drop of murderous blood in my veins.

The police have been telling my sisters they will blow me into small pieces. They threatened to shoot the girls and the children. The greatest ruffians and murderers, no matter how desperate, would not be guilty of such cowardly actions. This sort of cruelty and disgraceful conduct made my blood boil. I don't think there is a man born would have the patience to suffer it.

Yet in every newspaper I am called the blackest and coldest-blooded murderer ever. But if I hear any more of it, I will show them something different to shooting three troopers in self-defence and robbing a bank. They will see wholesale and retail slaughter.

The police were not satisfied with frightening my sisters day and night and lagging my mother and those innocent men. They followed me and my brother into the wilds where Dan had been quietly diffing for gold, neither molesting or interfering with anyone.

293 words

PQR

Evidence that the police forced Ned Kelly to become an outlaw

Transcript of The Jerilderie Letter

on the 29th of

March I was released from prison
and came home Wild Wright came
to the Eleven Mile to see Mr. Gunn
stopped all night and lost his
mare both him and me looked
all day for her and could not
get her Wright who was a stranger
to me was in a hurry to get back
to Mansfield and I gave him
another mare and he told me
if I found his mare to keep her
until he brought mine back
I was going to Wangaratta
and seen the mare I caught
her and took her with me
all the Police and Detective
Berrill seen her as Martains
girls used to ride her about

[9]

7

the town during several days that I

stopped at Petre Martains Star Hotel
in Wangaratta. She was a chestnut
mare white face docked tail very re
markable branded (M) as plain as the
hands on a town clock. the property
of a Telegraph Master in Mansfield
he lost her on the 6th gazetted her
on
the 12th of March and I was a
prisoner
in Beechworth Gaol until the 29 of
March therefore I could not have
Stole the mare.

Gayle Pinn
Yerong Creek PS 2013

[illegible]

Locating Key Words and Phrases

Locate the most important word or phrase to summarise the text