

These notes are for:

- This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

Key Learning Areas:

- English
- Art
- History
- Science
- Geography

Example of:

- Picture Book
- Narrative Non-Fiction
- Historical Narrative
- First person & third person
- Facts

Experience of:

- Reflecting on text
- Shared reading/viewing
- Reading & Writing
- Speaking & Listening
- Viewing & Creating
- Research

Values addressed:

- Care & Compassion
- Respect
- Fair Go
- Understanding & Tolerance

Themes:

- Australia / Ireland
- Heroes & Villains
- Identity
- Colonial Times
- Bushrangers
- Legends / Icons
- Folklore

*Notes may be downloaded and printed for regular classroom use only.

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Ned Kelly and the Green Sash

Ned Kelly and the Green Sash

By: Mark Greenwood

Illus. by: Frané Lessac

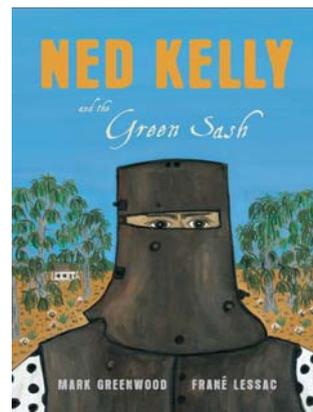
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Outline:

The green sash was one of Ned Kelly's most treasured possessions, given to him when he was eleven years old by Esau Shelton of Avenel, as a reward for rescuing his son from drowning. The public recognition for his bravery was pivotal in Ned's early days. The green sash would assume poignant significance later in Ned Kelly's short life when it was last worn beneath Ned's famous suit of armour, on the day when all his courage was needed. The bloodstained sash was souvenired from the outlaw's bullet-riddled body after the siege at Glenrowan in 1880.

Ned Kelly's exploits have captivated generations. Some say he was a hero – fearless, free and bold – ready to sacrifice himself for his mates. But to others he was a ruthless villain, a common horse thief and a black-hearted murderer. *Ned Kelly and the Green Sash* offers a window into the character of a poor barefoot boy, once honoured for an act of selfless bravery, who became Australia's most notorious outlaw.

"I do not pretend that I have led a blameless life, or that one fault justified another, but the public, judging a case like mine, should remember that the darkest life may have a bright side ..."

Simpson and his Donkey, also by Mark Greenwood and Frané Lessac, was an Honour Book in the Children's Book Council of Australia: Eve Pownall Book of the Year Awards 2009 and was selected as an USBBY Outstanding International Book.

Author/Illustrator Information:

Mark Greenwood is a musician and award-winning children's author. His books aim to foster a greater appreciation and understanding of Australian myths and legends. Mark enjoys working with students of all ages, inspiring and developing their natural curiosity about books and writing. As a musician, he spent many years recording and performing with the world's foremost record producers and musicians. Mark often incorporates music and rhythm into literature based workshops to stimulate student's imaginations and creativity. He has twice won the WA Premier's Award for children's books. He is married to Frané Lessac and they live with their two children in Western Australia. For more information about Mark's work visit www.markgreenwood.com.au

Frané Lessac is an artist and author of international renown having exhibited in London, Paris, New York, Los Angeles and the Caribbean and her numerous children's books have been translated into a variety of languages. Born in New Jersey, Frané loves to travel and to work on books based on her worldwide journeys. "I try to portray the people and places of these countries to children in a sensitive, accurate, and educational way." Attracted by the beauty of Montserrat, the small Caribbean island, she was inspired to create her first book *My Little Island*. She studied at the New School for Social Research in New York City, the University of Southern California, and she studied Ethnographic Film at UCLA in California. Frané is married to children's author Mark Greenwood, and they have two children.

How to use these notes:

The Ned Kelly and the Green Sash Classroom Ideas are intended to compliment the book *Ned Kelly and the Green Sash* by Mark Greenwood, illustrated by Frané Lessac. This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly. The views expressed in this publication do not necessarily reflect the views of Walker Books.

**Classroom Ideas for *Ned Kelly and the Green Sash*:****BEFORE READING *NED KELLY AND THE GREEN SASH*:**

- Look closely at the front cover. Ask students to write down their responses to the cover. Share responses.
 - What might the book be about?
 - Where is the story set?
 - What clues are there about the story content from the title and art?
 - What questions come to mind?
- Have a class discussion about the saying – “don’t judge a book by its cover”.
- Familiarise yourself with some of the technical devices and terms used in picture books eg. endpapers, double-page spreads, borders, gutter (up centre of page) and the page limit.
- Read the blurb on the back cover of the book. Discuss with students:
 - What is the purpose of a blurb?
 - What information does this blurb give you about the book?
- Ask students to select a book from the library that they have not read before. Then have students present this book to the class only using information that is on the front and back cover.
- Ask students to define the following words from the blurb: blameless; heroism; outlaw; notorious.

ENGLISH: LANGUAGE & LITERACY

- Read through *Ned Kelly and the Green Sash* and ask students to identify the following:
 - the beginning (orientation)
 - the problem (complication)
 - the end (resolution)
 Discuss how these features work together and how they could work on their own as individual stories.
- Research the following terms and phrases used in the book:
 - “wealthy squatters”
 - “Irish riffraff”
 - “duffing a stray calf”
 - “bullock wagon”
 What do these mean and how do they help to identify the time and setting of the story? Discuss.
- Richard Shelton’s parents are referred to as Mr and Mrs Shelton in the book. Discuss why they are referred to as Mr and Mrs and not by their first names. Also discuss different ways of addressing people and titles eg. sir, madam, aunty, uncle.
- Read through *Ned Kelly and the Green Sash* and find up to five of each of the following:
 - action verbs eg. hobbled
 - nouns eg. sash
 - adjectives eg. green
- Choose a sentence from *Ned Kelly and the Green Sash* eg. “Wear it with pride,” he said, “as an emblem of your courage.”

Write this sentence on the board without any punctuation eg. wear it with pride he said as an emblem of your courage Then, ask students to help you correctly edit and punctuate this sentence.
- Where and why does the printed text style (or font) change in this story? Ask students to identify these. What is the effect of having particular parts of the story in a cursive/handwritten style? Ask students, using a word processing program, to experiment with different fonts and discuss what they think certain fonts are suitable for.
- Discuss what type of book *Ned Kelly and the Green Sash* is. What are the similarities/differences between it and an autobiography or biography?
- The line “drawn to trouble like maggots to a summer’s day” is a simile. What does this mean? What are maggots usually drawn to and how do they behave? Discuss. Can you identify any other similes in the book?
- Harry Power is described as “the cunning old fox”. This is a metaphor. Discuss with students why this is an effective metaphor for a bushranger and why foxes are described as cunning. Create a class list of typical metaphors that use animals to describe people eg. wise owl, busy beaver.
- Why do you think the author and illustrator changed to a newspaper design in the middle of the book? Discuss.
- Read the newspaper articles. How does the language change in these articles? Who is now telling the story? Ask students to collect different sources of media eg. a magazine article, a newspaper article and a fictional story. Compare and contrast the different styles of writing in these.
- Have students use the newspaper activity sheet provided to create an interview with one of the survivors of Glenrowan. Students can do this activity in pairs – writing questions and answering them as though they were there. Students should include a quote from their interview, a paragraph of text and a drawn or placed image in the box provided.
- Write a headline and article reporting the siege at Glenrowan.
- What were Ned Kelly’s reputed last words? In groups, ask students to discuss these words and how they make them feel.
- Discuss the phrase, “I need no lead or powder to revenge my cause if words be louder” in relation to the saying, “The pen is mightier than the sword”.
- Create a spelling bee for *Ned Kelly and the Green Sash*. There are many words that you can take from the book for students to learn. Use the certificate provided at the back of these notes for students who complete the spelling bee.

**Classroom Ideas for *Ned Kelly and the Green Sash*:****SCIENCE: GEOGRAPHY & ENVIRONMENT**

- This book is set in a number of different places. Ask students to identify these places. Are they real or imaginary?
- On a map of Australia identify where this story is set. The map at the back of *Ned Kelly and the Green Sash* can help you. View the satellite image of Glenrowan on Google Maps. Identify features of change.
- On a world globe ask students to identify where England and Ireland are. Research the journey to Australia that Ned's father would have taken when exiled from Ireland. Have students map this journey.
- There are many built objects depicted in *Ned Kelly and the Green Sash* eg. houses, chairs, tables. Most of them are made from a similar material – wood. Discuss the community you live in and what materials are used to build houses and furniture. How many houses in the street you live in are built from timber, brick or concrete? Discuss.
- View each illustration in *Ned Kelly and the Green Sash* to predict what time of day it is. How is colour and the landscape used to convey this information? Discuss.
- Make a list of all the different things in the book and divide this list into the headings 'living' and 'non-living'. Are there more 'living' things in this book than 'non-living'? How does this compare to the environment today? Discuss.
- Ask students to list the different animals that are shown in this book. Are these native or introduced animals? Create a table with the columns native/introduced, and list common/found animals in Australia under the correct headings.
- No lights or machines using electricity are portrayed in the book. Using the illustrations to guide you, what was used for light, transport and warmth during this era? What type of train is depicted in the story and what energy source would it have used? Research and discuss.
- What type of trees and vegetation are identified in the illustrations? Ask students to research the Australian bush and typical vegetation that Ned Kelly and his gang may have come across.
- The setting of this story should have changed since the time of Ned Kelly. Research your local community and how it has changed in the last 100 years.

HERO OR VILLAIN?

- What is folklore? How has Ned Kelly become a part of Australian folklore? Discuss.
- What's your opinion? Discuss the following with students: What do you think about Ned Kelly? What does he mean to you? Was he a villain? Was he a hero? Why?
- What is a freedom fighter? Under what circumstances, if any, do people have the right to resist the law? Discuss.
- There are scenes of violence and scenes of peace in *Ned Kelly and the Green Sash*. Ask students, in groups, to discuss their own personal thoughts and feelings towards these scenes. When are people kind? When are people mean? What actions do you agree with? What actions don't you agree with. After group discussion ask a member from each group to present their ideas to the whole class.
- Ask students to think of other stories, TV shows or movies where a hero and a villain have been the main characters.

ART

- Ask students to design a reward poster for the Kelly Gang. Be sure to include a picture of the gang and how much reward money you will offer.
- Ask students to draw some "wombat-headed, magpie-legged, splay-footed officers of justice".
- Make a timeline of significant events in *Ned Kelly and the Green Sash*. Draw your timeline as one long green sash and mark points along it. You can use the template provided at the back of these notes.
- The illustrator painted a bird in the first scene of Ned in gaol. There is no bird in the story. What does the bird represent or symbolise in Ned's cell in the first scene? What is the significance of no bird in the last spread?
- The story of Ned Kelly has inspired many artists including Sidney Nolan's *Ned Kelly Series*. You can view some of these works online. Have students compare these works to the artwork of Frané Lessac. What are the similarities? What are the differences? Have students paint their own portrait of Ned Kelly.
- What different colours has the illustrator used for the sky? Create a list of these. How do these colours show different times of the day and the weather. Ask students throughout the week to record the colours of the sky at different times of the day.

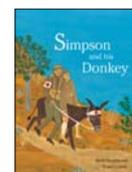
Classroom Ideas for *Ned Kelly and the Green Sash*:

HISTORY: NED KELLY & COLONIAL TIMES

- Look at the opening two spreads, what do they tell you about Ned Kelly's background? Ask students to write a brief paragraph on what they already know about Ned Kelly.
- Look at the second double-page spread of the book. Using this spread discuss and contrast family life then, to family life now. Ask students to further research one of the following topics.
 - Dress
 - Jobs
 - Transport
 - Housing
 - Food
- Ned Kelly's father was a convict. Why were so many people sent to Australia as convicts? What were some of the reasons they were exiled to this country? Using the library and the internet ask students to conduct background research for convict Australia.
- Several times throughout the book the police are referred to as "traps" and an officer is called a "unicorn". Why might these terms be used to describe these people? Where is the symbol of the unicorn used in English heraldry? Where can you find the image of a unicorn in the book?
- View the school on the third double-page spread. How was school life different then? What do students have now to help them learn that wouldn't have been available when Ned was a boy? Ask students to create a list.
- What is "damper and dripping"? Find a recipe for damper.
- Get students to imagine they are Richard Shelton. Write a thank you letter to Ned Kelly for saving your life. Include what you were doing that day and the circumstances that led to you falling in the river.
- Ned is given a green "hero's sash" for his bravery. Mr Shelton says it is "an emblem of your courage". What is an emblem? Ask students to discuss this term and then research another emblem of their choice.
- What is a shamrock? How is this an emblem of Ireland? Ask students to research Ireland gathering information such as: where it is, population, flag, map of the country.
- From the text "circumstances forced us to become outlaws", what circumstances are being referred to? Read through the text and list the circumstances as they arise. What was the significance of Constable Fitzpatrick's visit to the Kelly home in the story? Did society turn Ned Kelly into a criminal? Discuss.
- Write a letter from the point of view of a police trooper tracking the Kelly Gang.
- Study the illustrations depicting the making of the armour. Brainstorm the difficulties the gang may have experienced.
- Before the siege at Glenrowan they sang "rebel songs" and danced. Research songs and music of the late 1800s. What songs might Ned Kelly and his gang have been singing?
- In your opinion, what did Ned hope would be the outcome at Glenrowan? What events happened to prevent this outcome? Discuss.
- View the illustration depicting the inside of the Glenrowan Inn on the night of the siege. Imagine you are one of the hostages. What thoughts are going through your mind? How are you feeling? Ask students to write an account of their feelings as the gang hears the squeal of the locomotive brakes.
- What do we know about Ned from the story? What type of person was he? Create a character profile of Ned Kelly, you can use the worksheet provided with these notes.
- Have students research other bushrangers and describe the similarities and differences between them and Ned Kelly.
- Where is Ned Kelly's green sash kept/displayed? Using the information in the book and further resources, write a paragraph about the history of the sash. When was it given to Ned? When was it taken from him? When was it recovered?

AFTER READING: NED KELLY AND THE GREEN SASH

- The story of Ned Kelly has inspired many people, including artists, writers and filmmakers. He was even portrayed in the 2000 Olympic Games opening ceremony in Sydney. Create a list of films, books and articles that portray Ned Kelly.
- Ask students to imagine *Ned Kelly and the Green Sash* is to be made into a film. Prepare a pitch to the producer in which you provide a brief synopsis of the film, casting list, examples of two scripted scenes for the film with storyboards, and publicity material for the film release.
- Write a book review of *Ned Kelly and the Green Sash*.
- Have students research Mark Greenwood and Frané Lessac and prepare a poster or presentation about them.
- Compare and contrast *Simpson and his Donkey*, also by Mark Greenwood and Frané Lessac, to *Ned Kelly and the Green Sash*. How are these books similar/different? Teachers' resources are available for this book from www.walkerbooks.com.au/Classroom-Ideas



AUTHOR/ILLUSTRATOR NOTE

MARK GREENWOOD on *Ned Kelly and the Green Sash*

"*Ned Kelly and the Green Sash* does not propose to glorify Ned Kelly's deeds. In writing the book I was hoping to sensitively portray the harshness of daily life for Irish immigrants like the Kellys. Their story is a fascinating subject, whose moral lessons have great contemporary, as well as historical, value.

My book links Ned Kelly's reward for bravery as an eleven-year-old boy to his last stand as an outlaw. Ned Kelly is a central figure in Australian folklore, characterised by his status as both a hero and a villain. To struggling Irish immigrants he was a larrikin who thumbed his nose at the establishment. He was fearless, intensely protective of his family and ready to sacrifice himself for his mates. To others Ned Kelly was a common criminal who held-up banks and killed police.

The story of *Ned Kelly and the Green Sash* is the story of the son of a deprived and persecuted Irish family. I hope readers will form their own opinions about the circumstances that formed Ned's rebelliousness and the question of Ned Kelly – hero or villain – will lead to lively classroom debate."



MARK GREENWOOD on working with Frané Lessac

"Working with Frané is always a pleasure. I intuitively know how she will paint a particular scene so I will have that in mind when I compose the language. We constantly talk about ideas – right from the beginning, so we can visualise an initial concept together and then see it through to the finished book."

For more information on Mark Greenwood, visit his website:

<http://www.markgreenwood.com.au/>

FRANÉ LESSAC on *Ned Kelly and the Green Sash*

The initial spark to illustrate a book on Ned Kelly was generated by a life size, museum quality replica of his armour that stands in my kitchen. All the bullet holes are in the right place and we've grown accustomed to his gallant, imposing presence ever since Ned moved into our house. He stands at the head of our dinner table, 'at one' among the common people.

To bring *Ned Kelly and the Green Sash* to life, I travelled to all the significant places in Ned's life. From the small town where he was born, to Hugh's Creek at Avenel where he rescued his classmate Richard Shelton, to the site of the police shootout at Stringybark Creek in the Wombat Ranges, to Glenrowan where the Kelly Gang made their last stand, and finally to the condemned cell at the old Melbourne Goal where Ned Kelly spent his last days. The most moving moment was seeing Ned Kelly's actual blood stained green sash that rests in the Benalla Costume and Pioneer Museum in country Victoria.

I was reminded of Ned's own words: "even the darkest life may have a bright side."

FRANÉ LESSAC on working with Mark Greenwood

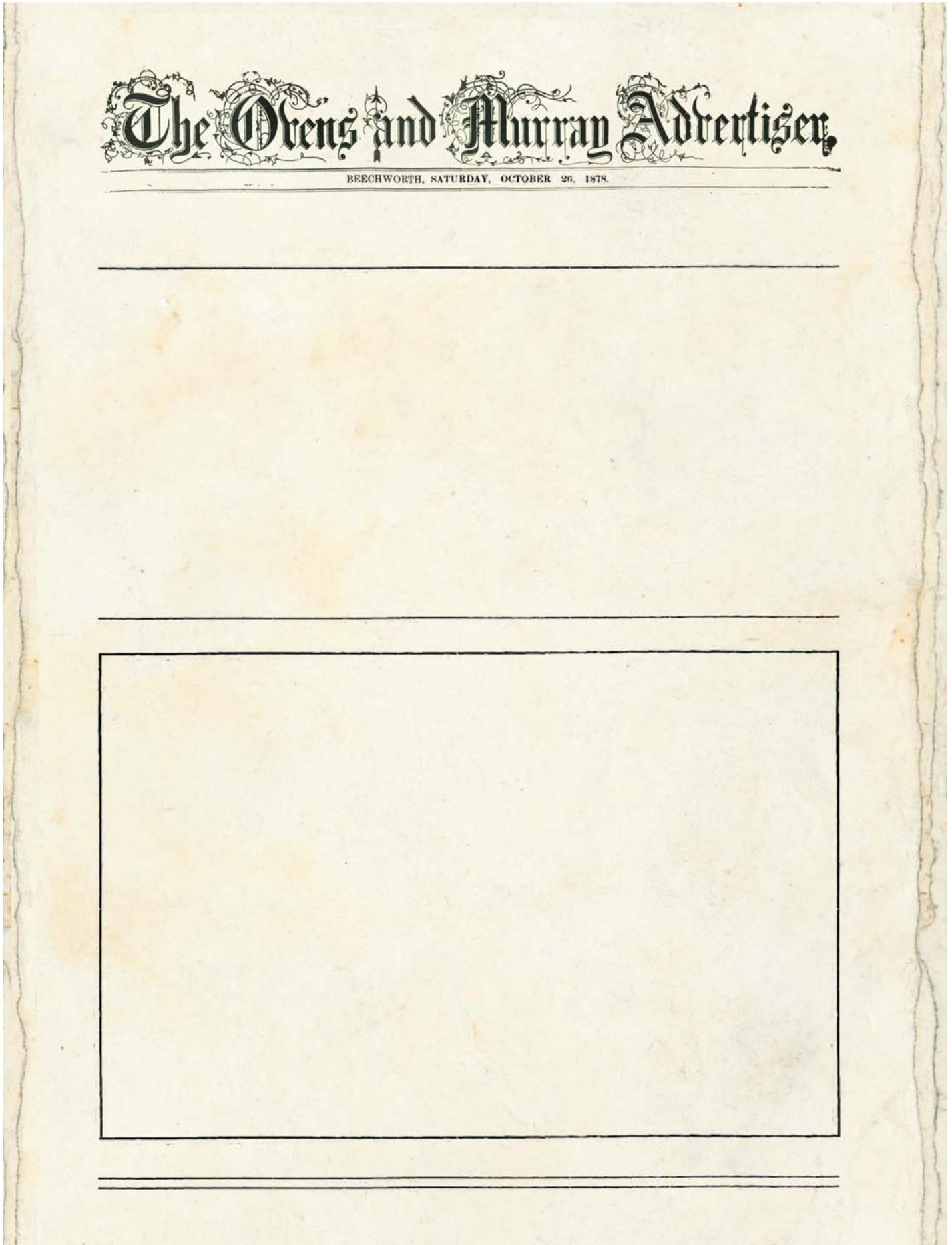
"Mark always keeps me in mind with the language. I take the text quite literally and paint so much detail from the words; he's always generous enough to take a loss on the word count with grace. To express what he wants to say in fewer words makes him work harder, but I believe nothing is ever lost, and it makes the final collaboration stronger."

For more information on Frané Lessac, visit her website:

<http://www.franelessac.com/>

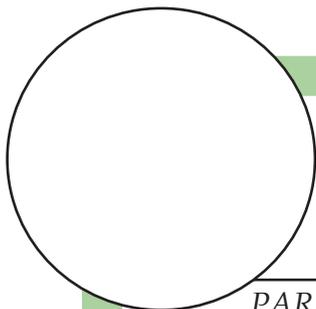


Newspaper Activity Page Use this newspaper activity page to create your own report.



Ned Kelly and the Green Sash Character Profile

Use the book *Ned Kelly and the Green Sash* to answer these questions.



Edward Ned Kelly

Draw Ned as a young boy

PARENTS' NAMES:

DATE AND PLACE OF BIRTH:

HAIR COLOUR:

EYE COLOUR:

ACCENT:

NAME OF BOY HE RESCUED:

DESCRIBE WHAT NED RECEIVED FOR SAVING THE BOY'S LIFE:

Draw Ned grown-up

DESCRIPTION OF THE GREEN SASH:

LENGTH:

WIDTH:

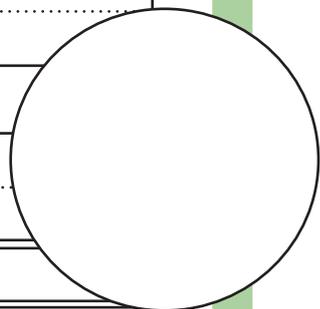
NAMES OF THE KELLY GANG MEMBERS:

DESCRIPTION OF NED'S ARMOUR:

NED KELLY'S LAST REPUTED WORDS:

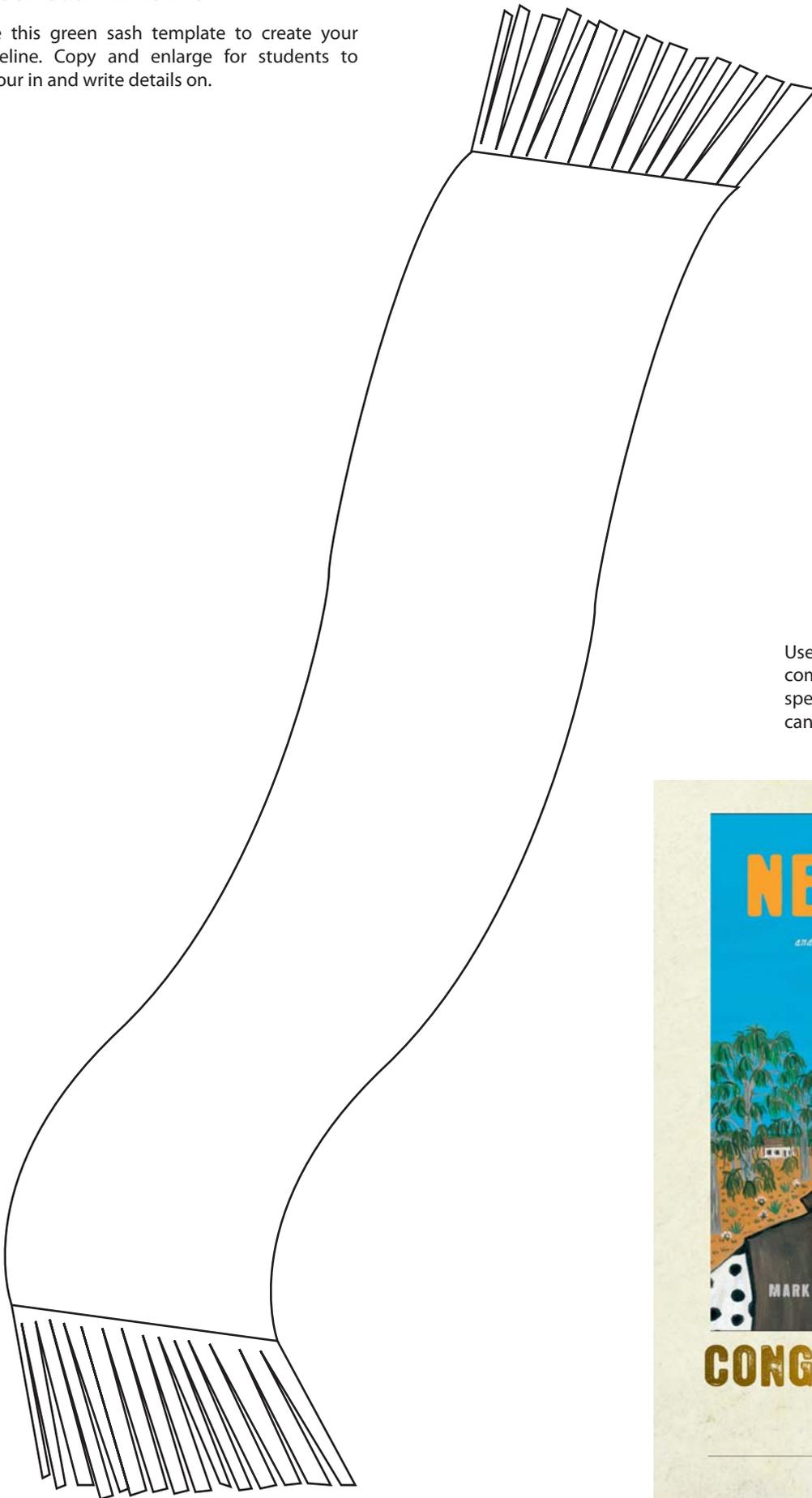
DATE AND PLACE OF DEATH:

VICTIMS OF THE KELLY GANG:



Green Sash Timeline

Use this green sash template to create your timeline. Copy and enlarge for students to colour in and write details on.



Congratulations Certificate

Use this certificate for students who successfully complete the *Ned Kelly and the Green Sash* spelling bee (as outlined in the resources). You can also use this certificate for students who complete other tasks from these notes.

