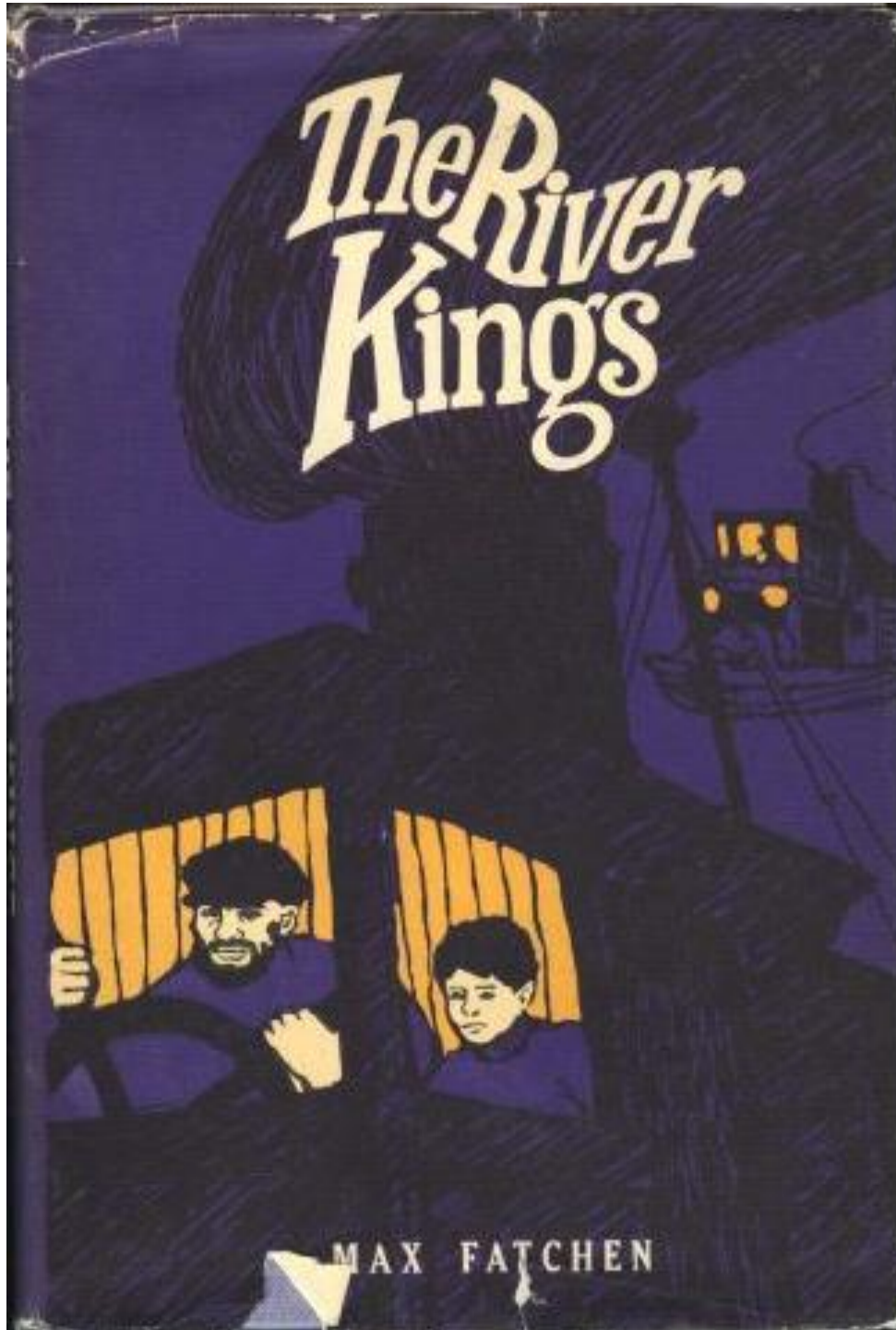


# The River Kings

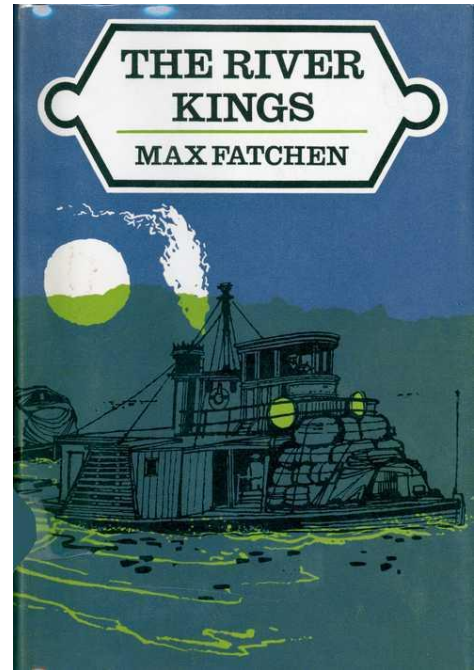
By Max Fatchen



T. Shaw

The River Murray and its landscape provide a unique setting for *The River Kings* with its universal theme of coming of age. Chasing a childhood dream, and escaping an unhappy home life, 16 year old Shawn Hofner takes a job on a paddle-steamer on the River Murray. The harsh realities of working on a riverboat, tempered by friendships and romance, contribute to the boy becoming an adult.

Written in 1966, *The River Kings* was Max Fatchen's first book. Inspiration for the story came first-hand from Max's experiences in the Riverland reporting on the 1956 floods and later the proposed Chowilla Dam. Two of Max Fatchen's novels, *The River Kings* and *Conquest of the River*, were together adapted to make the mini-series *The River Kings*. Max Fatchen wrote for both adults and children, and many of his novels have been inspired by his experiences as a journalist. He received numerous awards for both his novels and poetry, and in 1980 was made a Member of the Order of Australia for his services to journalism and literature. Max Fatchen died in 2012.



## Biography

Max Fatchen spent his boyhood on an Adelaide Plains farm at Angle Vale. He learned to drive a team of Clydesdale horses and did part of his High School studies at home, driving his horse and buggy in once a week to Gawler High School to get his papers corrected. Later he entered journalism as a copy boy and after five years in the Services during World War II became a journalist with the Adelaide News and later The Advertiser. He covered many major stories in Australia and overseas. He began writing for children in 1966 and has been writing for them ever since. He has written 20 books, his novels appear in seven countries and his poetry throughout the English-speaking world. He writes for children in the primary school group. His favourite hobbies are fishing and talking to children and his favourite book when young was *The Wind in the Willows*. He was born on August 3, 1920.



### Internet links (Active as of 01/02/21)

- <http://www.murrayriver.com.au/about-the-murray/murray-darling-basin/#agriculture>
- <http://www.murrayriver.com.au/about-the-murray/murray-paddlesteamers/>
- <https://www.murrayriverpaddlesteamers.com.au/our-history/>
- <https://www.echucapaddlesteamers.net.au/about-us/our-history/>
- [https://www.mdba.gov.au/sites/default/files/archived/mdbc-SW-reports/2149\\_inland\\_shipping\\_navigation\\_murraydarling\\_river\\_system.pdf](https://www.mdba.gov.au/sites/default/files/archived/mdbc-SW-reports/2149_inland_shipping_navigation_murraydarling_river_system.pdf)

# Bloom's Taxonomy Book Activities

## REMEMBERING:

- Make a list of facts learnt from the story
- List the characters and describe them
- List five new words learnt by reading the book. Write down their dictionary pronunciation and meaning.
- List five rules for being a good paddle steamer crewman.
- What problems does Shawn have, and how does he solve it?
- Complete a wordsearch and crossword based on the story
- What other books / work has Max Fatchen written? (There is a sequel to the River Kings, find out about it)
- What is the time period in which the book happens? Create a fact file about life in Australia at that time.
- Complete a comprehension activity based on the story.

## UNDERSTANDING

- What was the main problem in the book, and how was it solved?
- Did anyone in the book do something you did not like? Why?
- List 5 other books similar in style to the River Kings. Use a Venn diagram to compare River Kings to one of those books)
- Research river animals mentioned in the book (Murray cod, pelicans, ducks, snakes etc.) or research different modes of transportation in the 1870s-90s (pre internal combustion engine and aircraft)
- If you could continue the story, what events would you include? Why? (Write a sequel as a movie treatment)
- List the five major events in the story in the correct order as part of a story map.
- Tell one of the episodes in the book as an infant reader.
- How did the main character feel at the beginning of the story and at the end of the book? Give evidence of this.
- What did the title have to do with the book? (Create an alternative book cover and change the title.)
- Tell in your own words how the setting of the story made it more interesting.

## APPLICATION

- Did this book remind you of anything that has happened to you? What? Why?
- Did this book give you any new ideas about yourself? Why?(Consider Shawn's strained relationship with his father, working as a team, making new friends)
- What would the main character be likely to do if he was in another setting (Consider other books we've read)
- If you were in a problem situation like one in the book, how would you have acted? Be sure to tell what the situation is.

- What lesson did you learn from the story?
- Tell about a time something similar to what happened in the story happened to you or to someone you know.
- Write a reference for Shawn or design an application form for him to fill out to become a crew member of the *Lazy Jane*.
- Pretend you are one of the characters in the book. Write a diary about the happenings in your life for two consecutive days.
- What changes would have to be made if the book was set today?

## ANALYSIS.

- Compare the time *The River Kings* was set in with today. Tell what would be different.
- List Shawn's character traits and provide example from the story.
- Decide which parts of the book include the five W's (who, what, when, where, why) and the H (how). Then write a good paragraph for a newspaper front page article including these facts.
- Write a different ending to the book. Tell why you changed it.
- Tell five ways the main character is like you

## CREATING

- What part would you change in the story, and why?
- Design a newspaper job application for a river boat crew member
- Write another short story using the same characters.
- Choose a character. Rewrite the story from this character's point of view.
- Write a poem about this book. (Consider a Haiku)
- Write alternate chapter headings for the book.
- Design a wanted poster for one of the Murray River characters.
- Pretend you are a librarian recommending this book to someone. Write a paragraph telling what you would say.
- Make a six section comic strip with captions depicting an exciting scene from the story.
- Make a radio announcement to advertise the book. Write it out.
- Design costumes for 2 of the characters



- The climax of any book or story is the exciting or interesting part. Tell what you think is the climax of the book and why.
- Choose an interesting character from your book. Think of what his/her dislikes are; then think of a gift you would like to give him/her. Design a greeting card to go along with the gift in which you explain why you gave that gift.
- Invent a machine that will warn Captain Elijah about the presence of a river pirate or bushranging gang.
- Design a magazine cover for a 'Life on the Murray' Magazine.
- Make up a funny story about how the *Lazy Jane* or *Lady Mabel* got its name.

## EVALUATION

- Who do you think the author intended to read this book and why?(What is the audience for *The River Kings*)
- If you could only save one character from the book in the event of a disaster, which one would it be and why?
- Did you like the way the story ended? Why or why not?
- Which character in the book would you choose for a friend? Why?
- What did you think was the most interesting part of the book? Why? Write about it as part of a bookmark.



PRG 1258/1/3335

Bow views of 'P.S. Sapphire' and barge (later ketch) 'Undaunted', tied alongside, with covered cargo, at river bank in 1912.

## Reading Comprehension

### The River Kings

The conversation was having a marked effect on Charlee. He looked up-river and down from the landing where the riverboat was moored.

“I wouldn’t go walking near the billabongs at night,” Cap’n Elijah said, raising his voice so that Charlee could hear. “It mightn’t be healthy. Never can tell with those bunyips.”

Shawn had a hard job keeping a straight face, now that he had been reassured himself. Charlee disappeared into the galley.

But the conversation had done its mischief – in more ways than one. When the *Lazy Jane* one night tied up at the bank by a lagoon certain members of her crew decided that Charlee should see a bunyip, and made their plans accordingly.

They chose Silent Sam for the role of bunyip. Silent Sam was reluctant at first until Angus explained it would be just a joke and Charlee would take it in good part. Besides, they needed an actor, and Silent Sam for all his brevity of conversation was the man, Angus said.

He had chosen well. Silent Sam had, in his younger days, taken part in a small play in one of those little halls that had sprung up in the country. The hall never saw anything more “high-falutin’ ” than local dances when all the young men clustered round the door and the girls sat round the walls and looked bored or coy according to the number of dances they got.

But one night a play, “The Maiden’s Rescue”, had been put on and Silent Sam had played the villain. He had not had much more to say than “Ahah” and “Now I will wreak my revenge”, but he had said it so well that the audience had pelted him with anything they could lay their hands on. It had ended the performance, but Silent Sam always re-

membered his night of triumph, and on rare occasions when he went to the city he invariably visited the theatre.

Angus had appointed himself wardrobe master and producer of the coming presentation, and produced along with some bagging and suggestions an enormous pair of buffalo horns which a friend had once brought him from the Northern Territory.

Angus's plan was a closely guarded secret. Only the main conspirators knew about it – Cap'n Elijah, Silent Sam and Angus the arch-plotter. Shawn and Lord Eric were not let into the secret, although sly winks and Angus's attitude and a certain suppressed excitement on the part of Silent Sam told them something was in the air.

Angus briefed Silent Sam carefully.

Later, after the evening meal, he made sure the coast was clear, and then the small, furtive figure of Silent Sam, carrying a large bundle, crept off into the bush towards the billabong, where it almost joined the river.

Angus filled his pipe with great enjoyment and told himself the stage was set for the best evening's fun for years.

Evening settled over the scene. A musk duck flopped awkwardly in the river. A diving bird after a late fish waved its snakelike head above the water and then disappeared for a last foray. The billabong looked faintly eerie through the trees, while the river gave itself over to the silence of approaching night.

The crew of the *Lazy Jane*, not often idle, took this chance to sit quietly and yarn. Charlee sat with the rest while Angus watched him covertly.

"Bunyips," said Cap'n Elijah, reintroducing the dread subject on a cue from Angus, "I ain't inclined to believe in them but there are some funny things in the river. Things you

...can't explain. Noises – I've heard some queer noises in my time."

## The River Kings

### Reading Comprehension

*Answer these questions in sentence form*

1. What is a billabong?
  2. What are the three breeds in bird discussed in the first paragraph?
- What is a bunyip? (Create a mini profile about the bunyip legend)
3. What proof does Captain Elijah have that bunyips might exist?
  4. List all the contractions you can find on page 61 of the extract
  5. List 5 other mythical creatures
  6. Why did Shawn have a hard time keeping a 'straight face'?
  7. Who was given the role of the bunyip?
  8. What does 'coy' mean?
  9. What was the name of the play Silent Sam was in?
  10. What was silent Sam's line in the play?
  11. What part of the bunyip disguise did Angus provide?
  12. What is meant by a 'sly wink'?
  13. What did the billabong look like (Described in the 3<sup>rd</sup> last paragraph)
  14. Who was going to be the 'but of this joke'?
  15. Write a post card for Shawn to send to his mother explaining what happened next in the story (Postcard template provided)



*Bunyip (1935) Artist Unknown, from the  
[National Library of Australia](#) digital collections.*

**Text scanned from the Wakefield Press, 2004 paperback edition.**

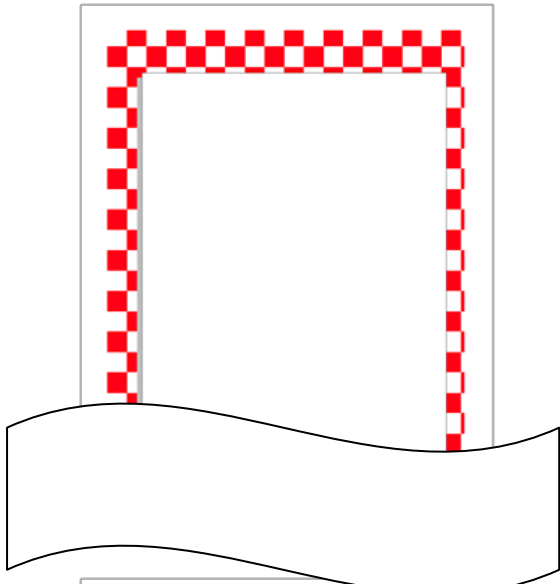


## The River Kings

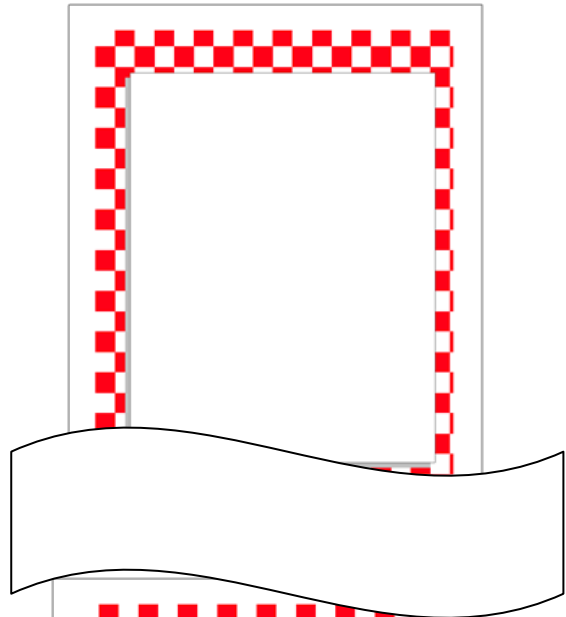
Shawn writes a postcard home telling of a funny incident on the Lazy Jane or trying to make a dangerous situation sound run of the mill so as to not upset and worry his mother.

The postcard template consists of a thick black border. The top half is divided into seven vertical columns by dotted lines. A horizontal line separates the top and bottom halves. The bottom half is divided into a large left section by a vertical double line, followed by four vertical columns by dotted lines. A small empty rectangular box is located in the bottom right corner.

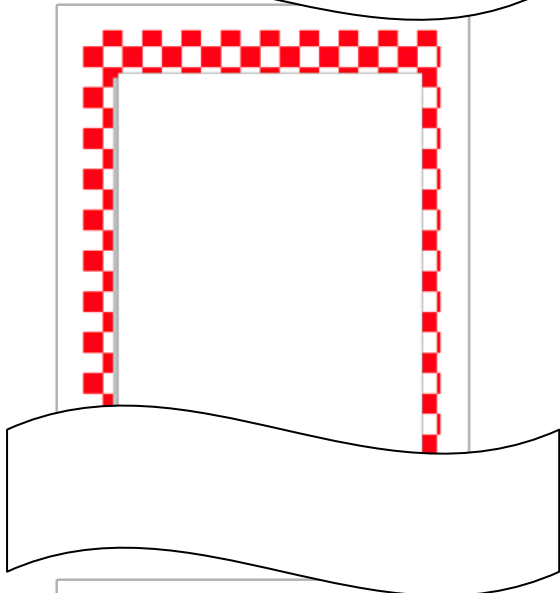
# The River Kings Character profiles



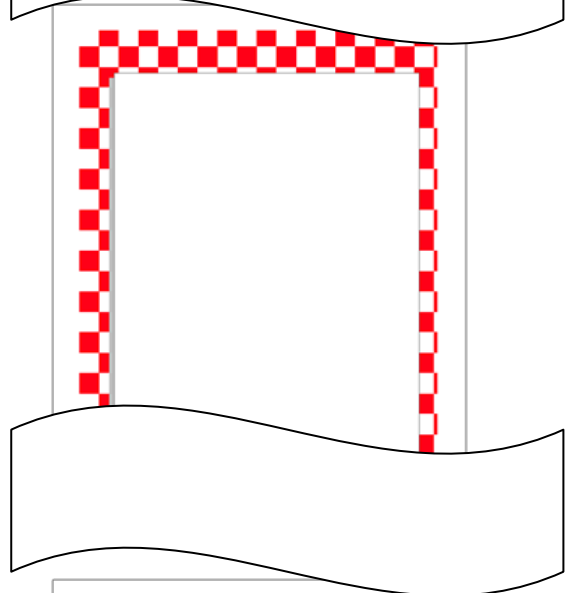
A character profile form consisting of a square frame with a red and white checkered border. Below the frame is a white, wavy banner.



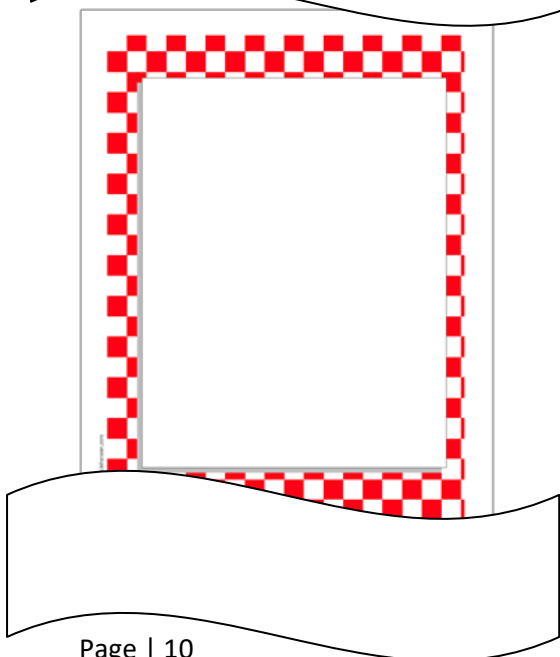
A character profile form consisting of a square frame with a red and white checkered border. Below the frame is a white, wavy banner.



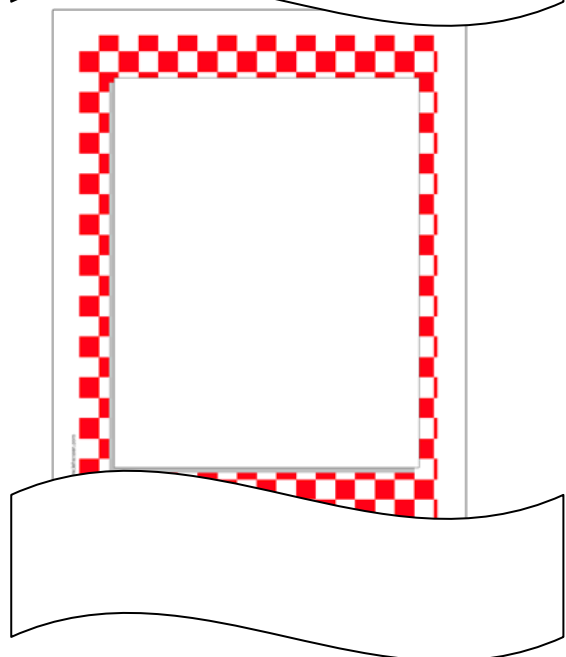
A character profile form consisting of a square frame with a red and white checkered border. Below the frame is a white, wavy banner.



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A character profile form consisting of a square frame with a red and white checkered border. Below the frame is a white, wavy banner.

The River Kings

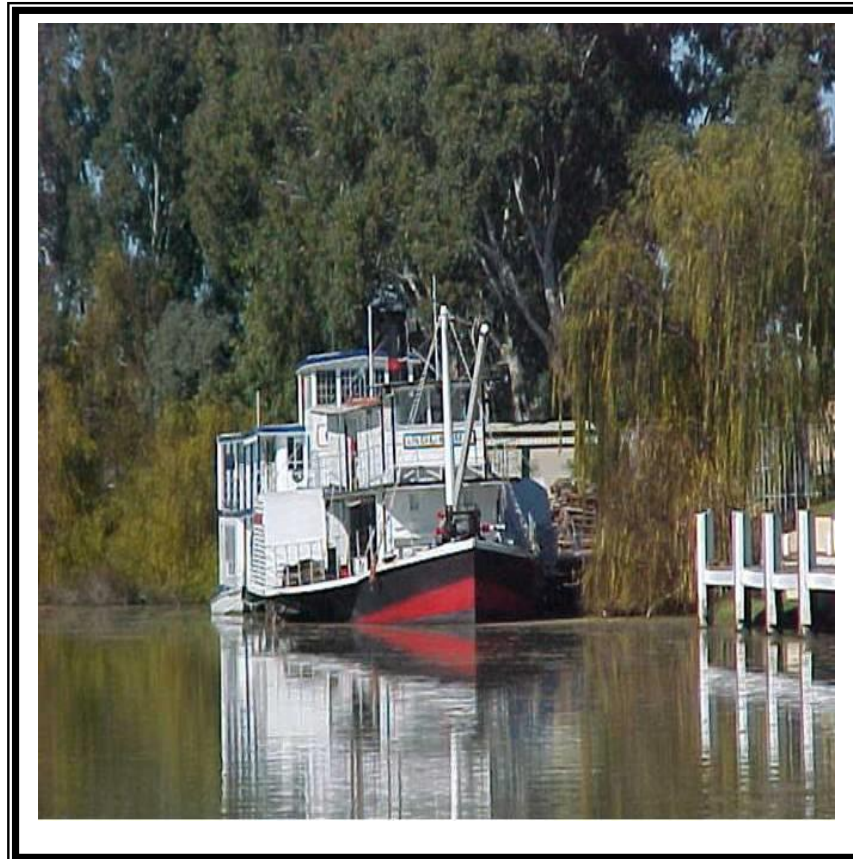
RULES FOR THE CREW OF THE  
P.S. LAZY JANE

# The River Kings

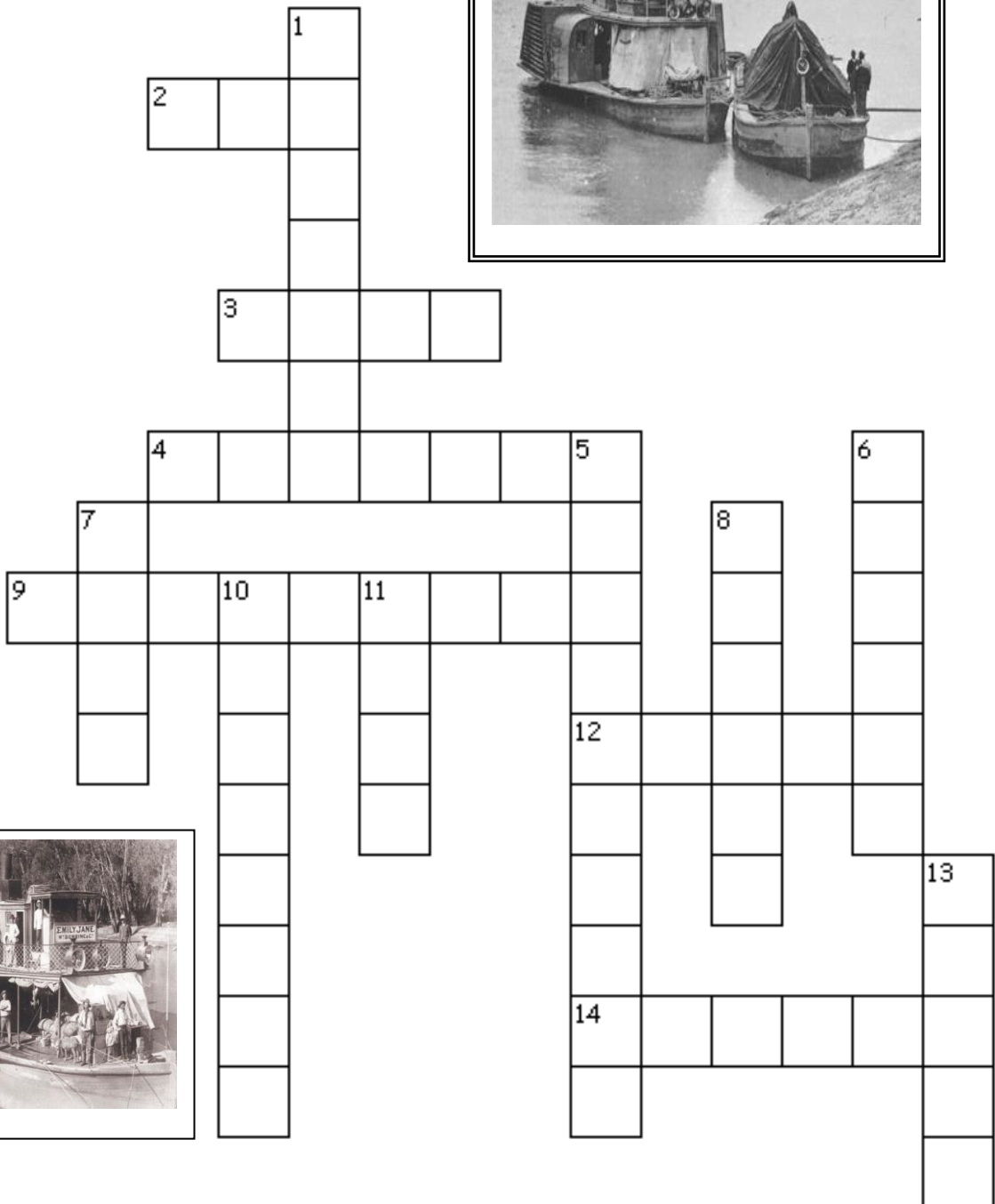
## Wordsearch

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

*BUNYIP  
CAPTAIN  
CREDITORS  
ELIJAH  
FATCHEN  
FISHERMAN  
LAZY JANE  
MARY  
MORGAN  
MURRAY  
PADDLE  
PIPE  
PIRATE  
RASHEEN  
RED MORGAN  
RIVAL  
RIVER  
RIVERBOAT  
SANDBAR  
SHAWN  
WHEEL*



# The River Kings

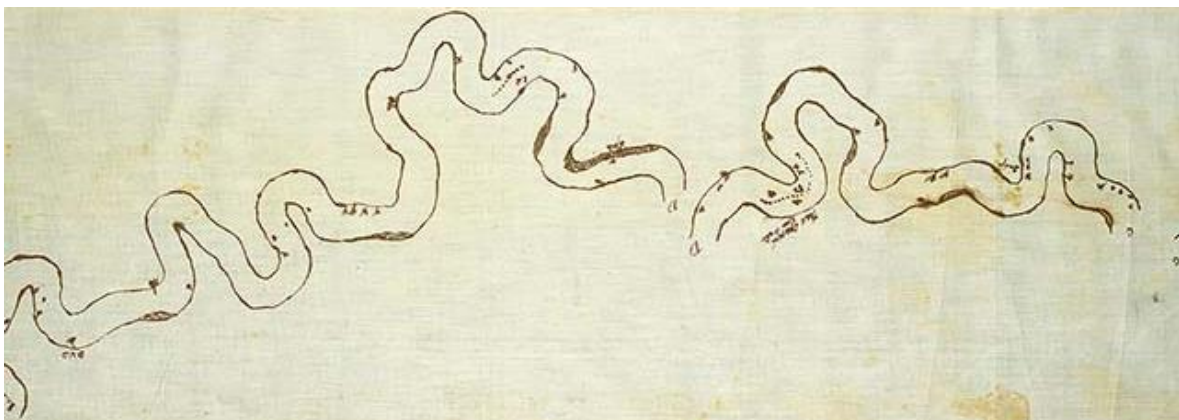


## Across

2. The characters in the story drink alot of hot ..... in the story.
3. Praying .....
4. Charlee was afraid of .....in the billabong.
9. Red Morgan was killed in a .....
12. The crew of the Lazy Jane and Lady Mabel had a fist.....in Wentworth.
14. Victorian river port

## Down

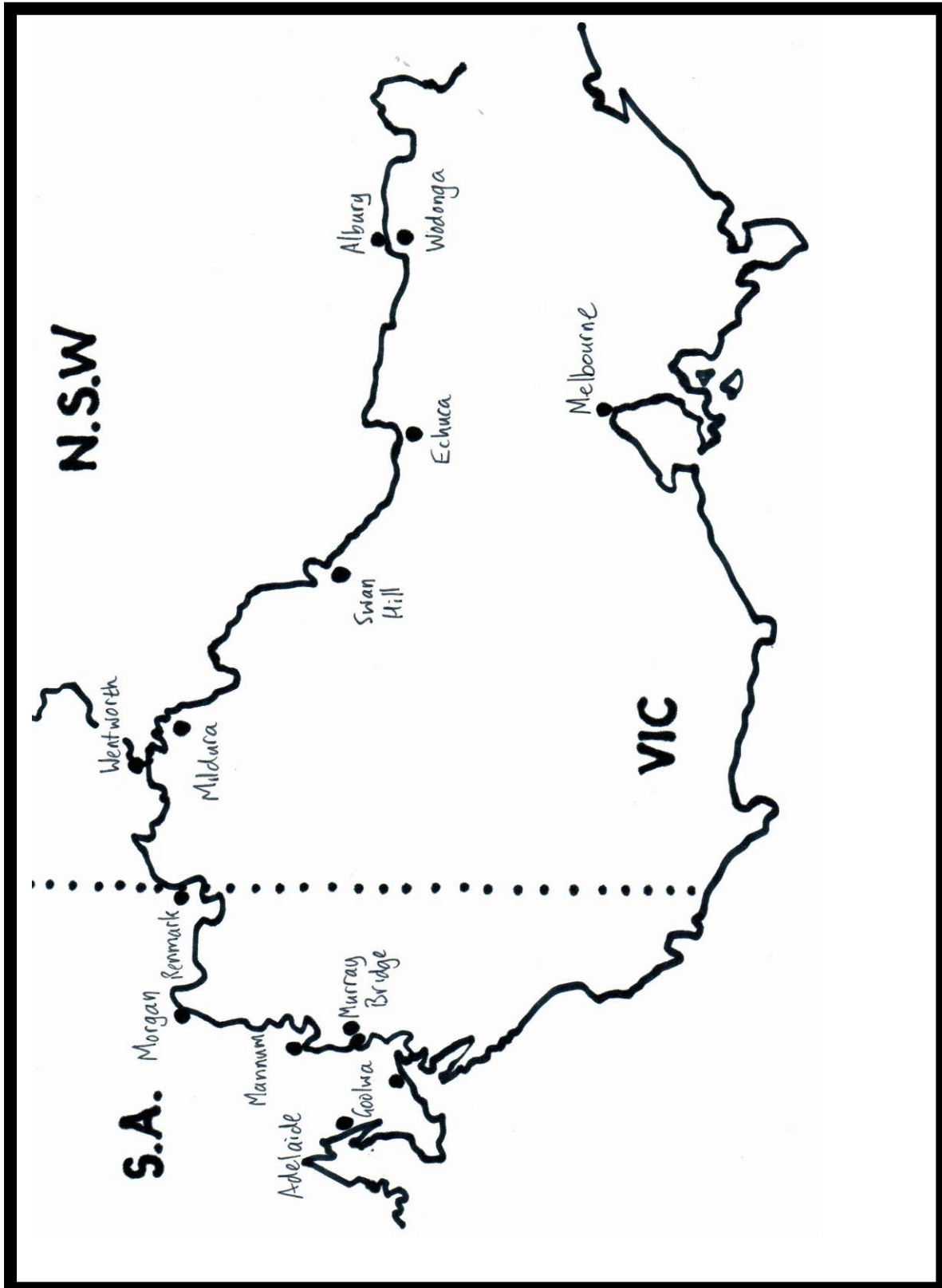
1. ....Elijah
5. Shawn ran away from home and his harsh .....
6. Red Morgan was a red bearded river .....
7. Mallee Ned wanted The Lazy Jane to deliver his .....tub.
8. Red .....
10. Mary saved Shawn from .....in the Murray River.
11. .... Jane
13. The hero of the story



*Hand drawn chart of the Murray River*

## The River Kings

Create a story map for the Lazy Janes journey on the Murray as depicted in the story. Add illustrations with captions to the map depicting important



# The River Kings

## Problems and solutions

### PROBLEM

### SOLUTION

Shawn was tired of working on the farm. It was back breaking and his step-father was cruel and unforgiving. He loved his mother but she didn't seem to have any time for him anymore.

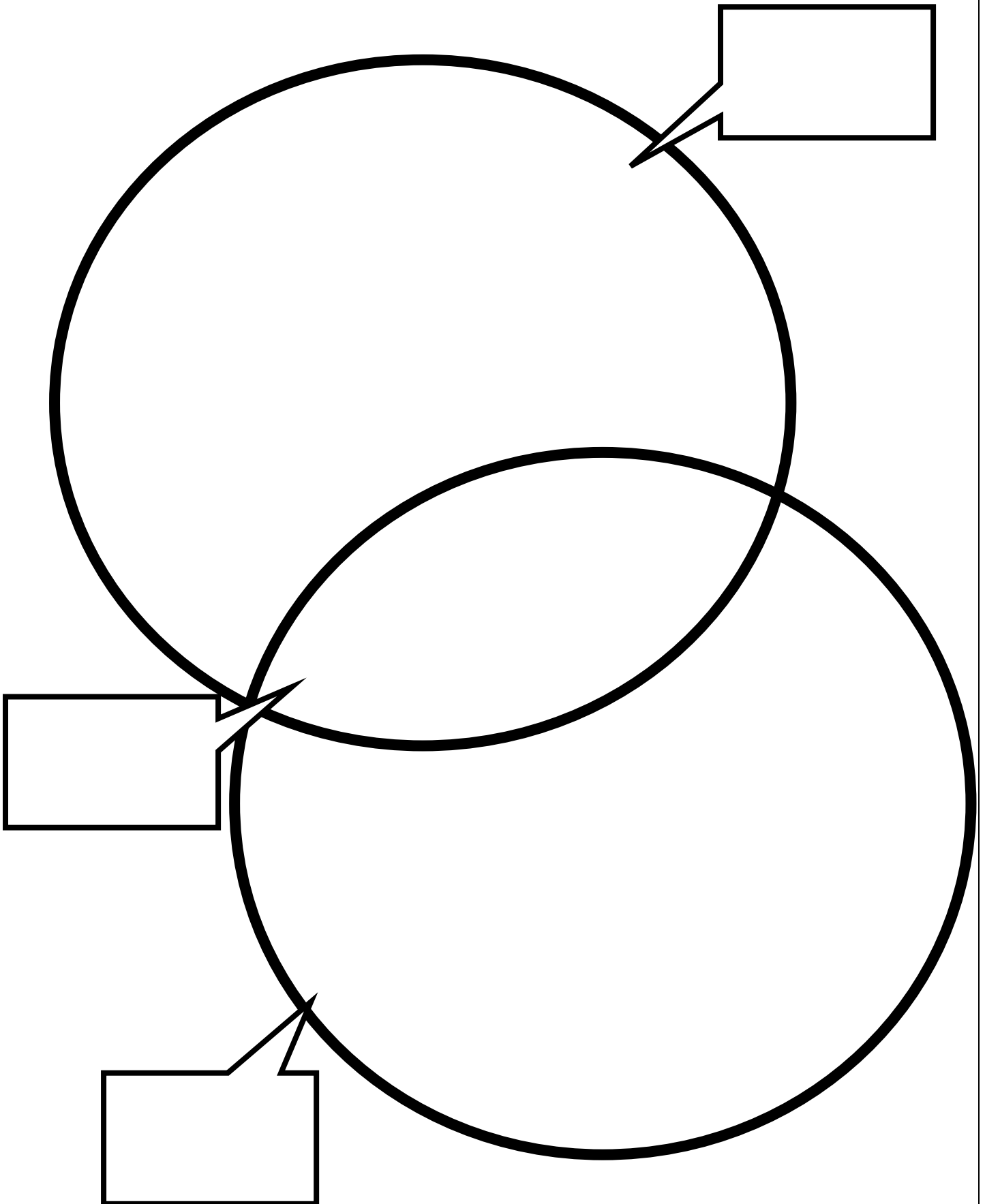


**The River Kings**  
**How Shawn changed over time**

**At the start of the story**

**At the end of the story**

# The River Kings (Venn diagram)



# The River Kings

THE MURRAY VALLEY  
STANDARD

25<sup>th</sup> March, 1890

Price 1 penny



# RIVER KINGS

## *Newspaper story*

*Choose an exciting event from the story and write a newspaper account (recall) about it.*

*Answer these questions in the planner below and build your stories around them*

*These are the questions events*

*Examples from different*

**WHEN**

One hot day in January after a long tiring voyage

**WHO**

Captain Elijah and all his crew were fast asleep when Red Morgan approached in his boat

**WHAT**

It started with a fight between Shawn and a boy from the lady Mabel. Suddenly the crews from both boats started fighting

**WHERE**

The Thompson Farm was down river from Mildura. Mary rode down to the river on her horse.

**WHY**

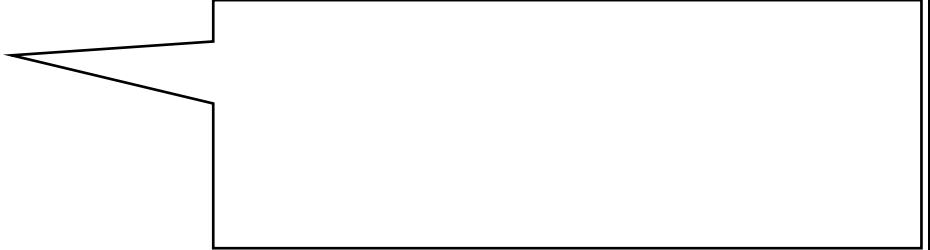
Red Morgan had been kicked off the boat when Captain Elijah caught him trying to steal their chickens. He wanted revenge.

Make your account exciting. Include lots of descriptive words. Have a catchy headline and there are frames for pictures (one could be a map or an advertisement. Complete a rough draft first (proof-read yourself. Does it make sense? ) and rule guide lines to keep your writing neat.

# PLANNER

Answer these then use them to create the rough draft of your story

**WHEN**



**WHO**



**WHAT**



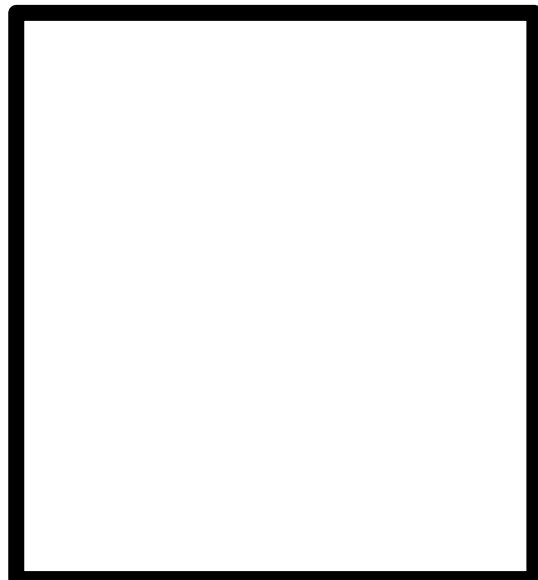
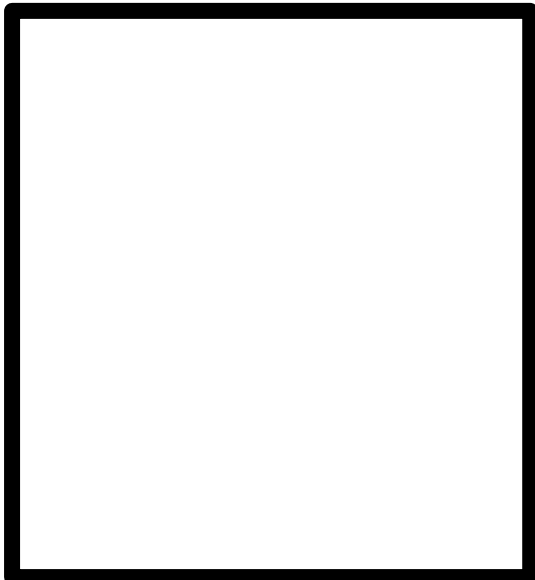
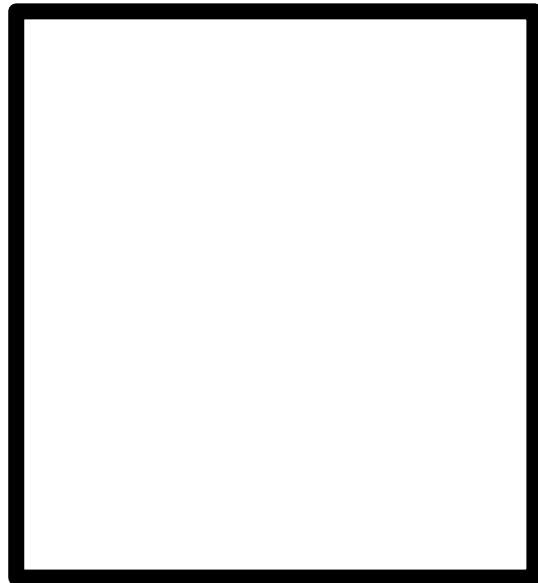
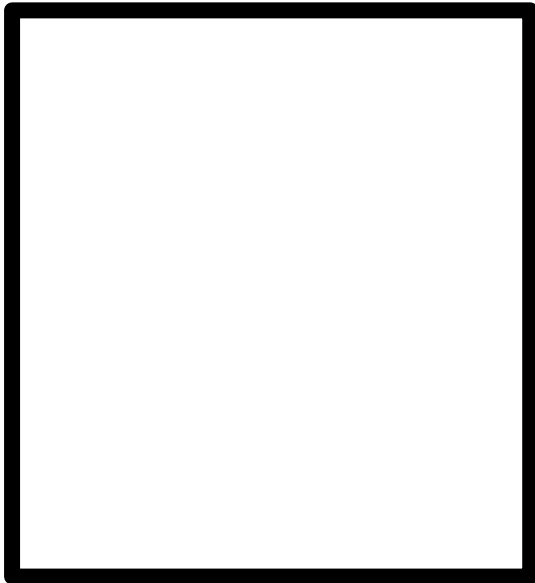
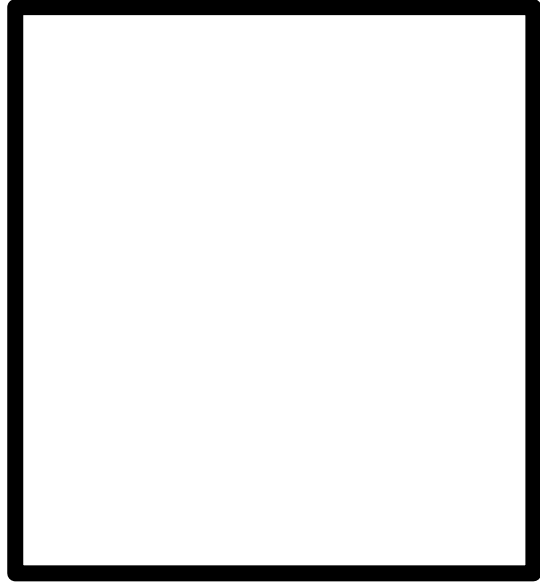
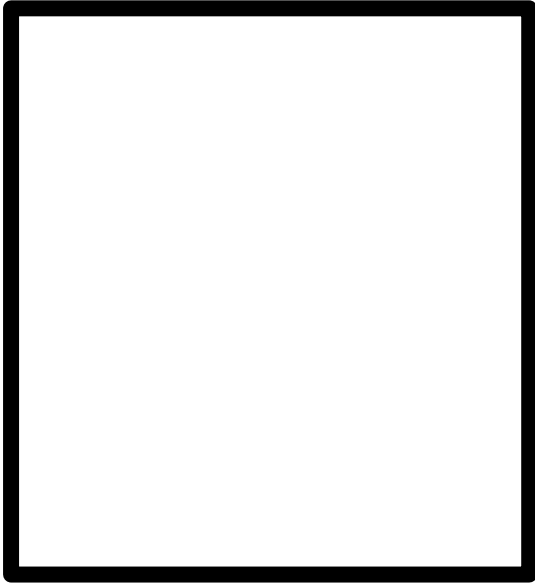
**WHERE**



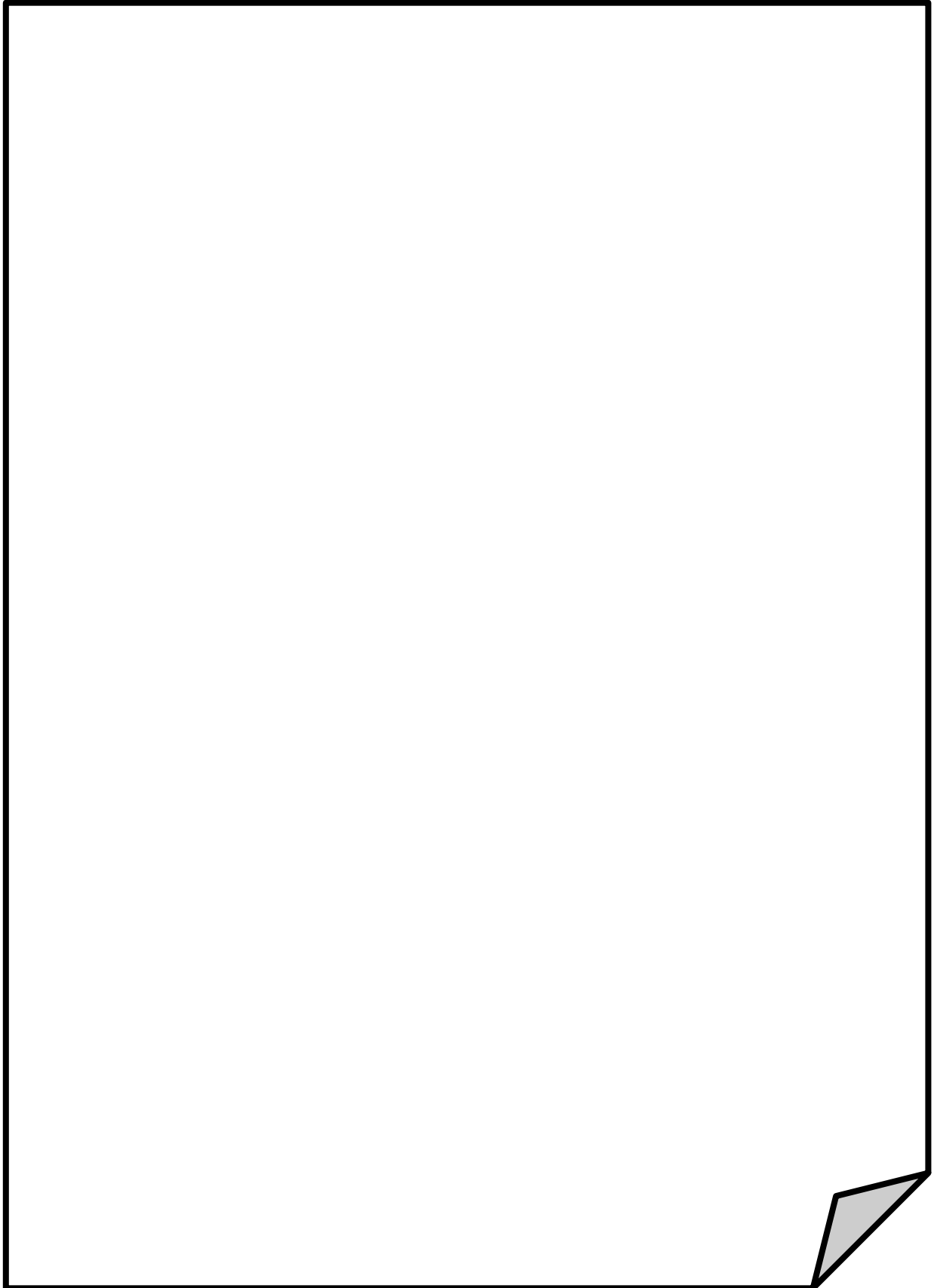
**WHY**



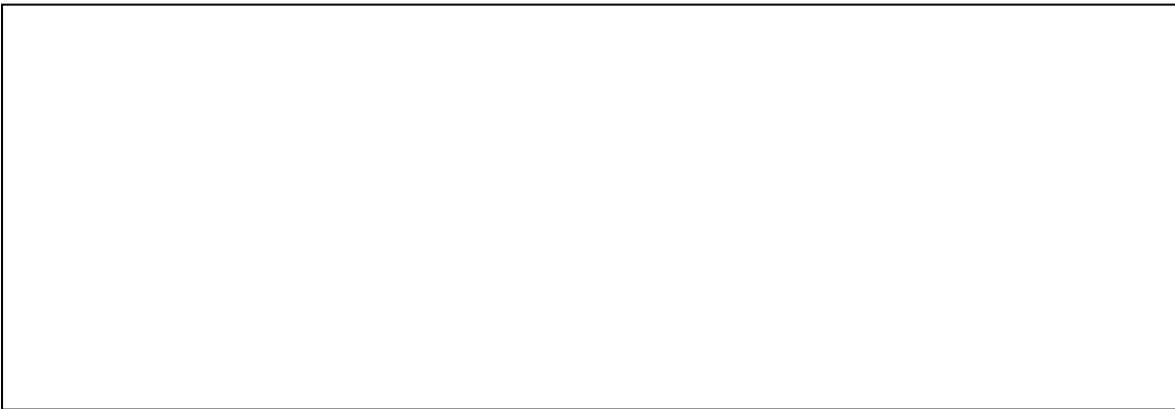
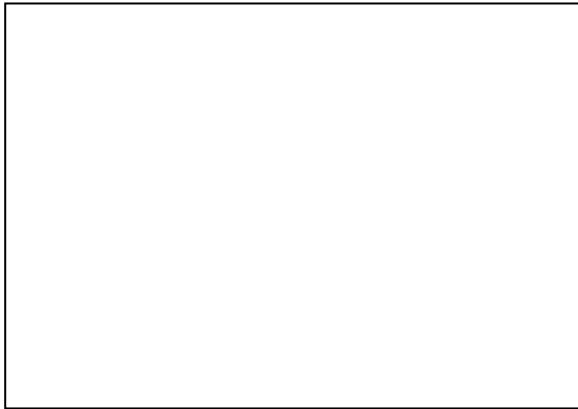
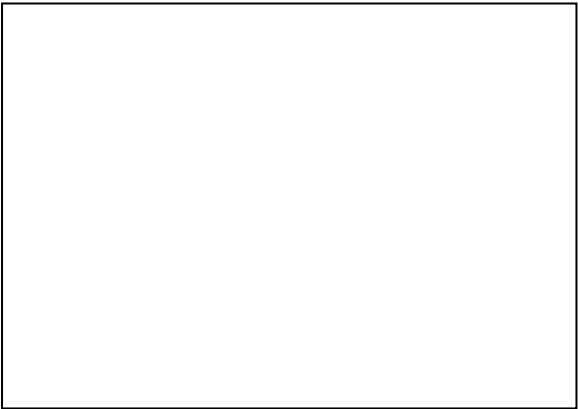
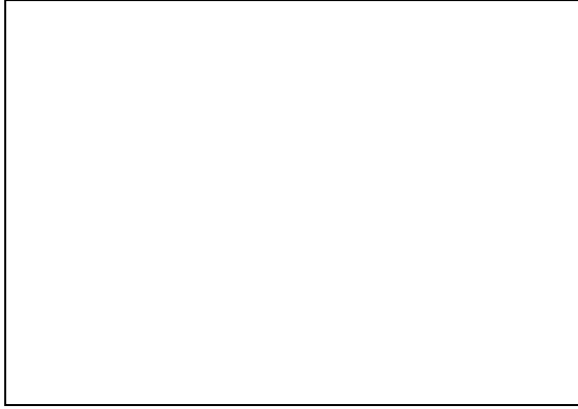
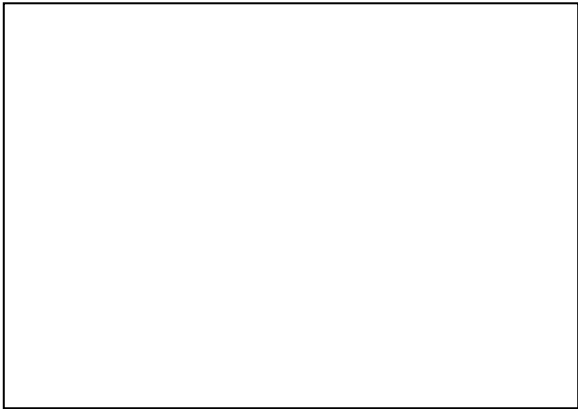
**STORY MAP TEXT BOXES** Include at least 4 story map illustrations with brief captions from events in the story. (Your sentences are attached) Make sure your illustrations are detailed and colourful.



**The River Kings**  
**Wanted Poster**  
**Wanted Poster for Red Morgan**



# The River Kings COMIC





## The River Kings

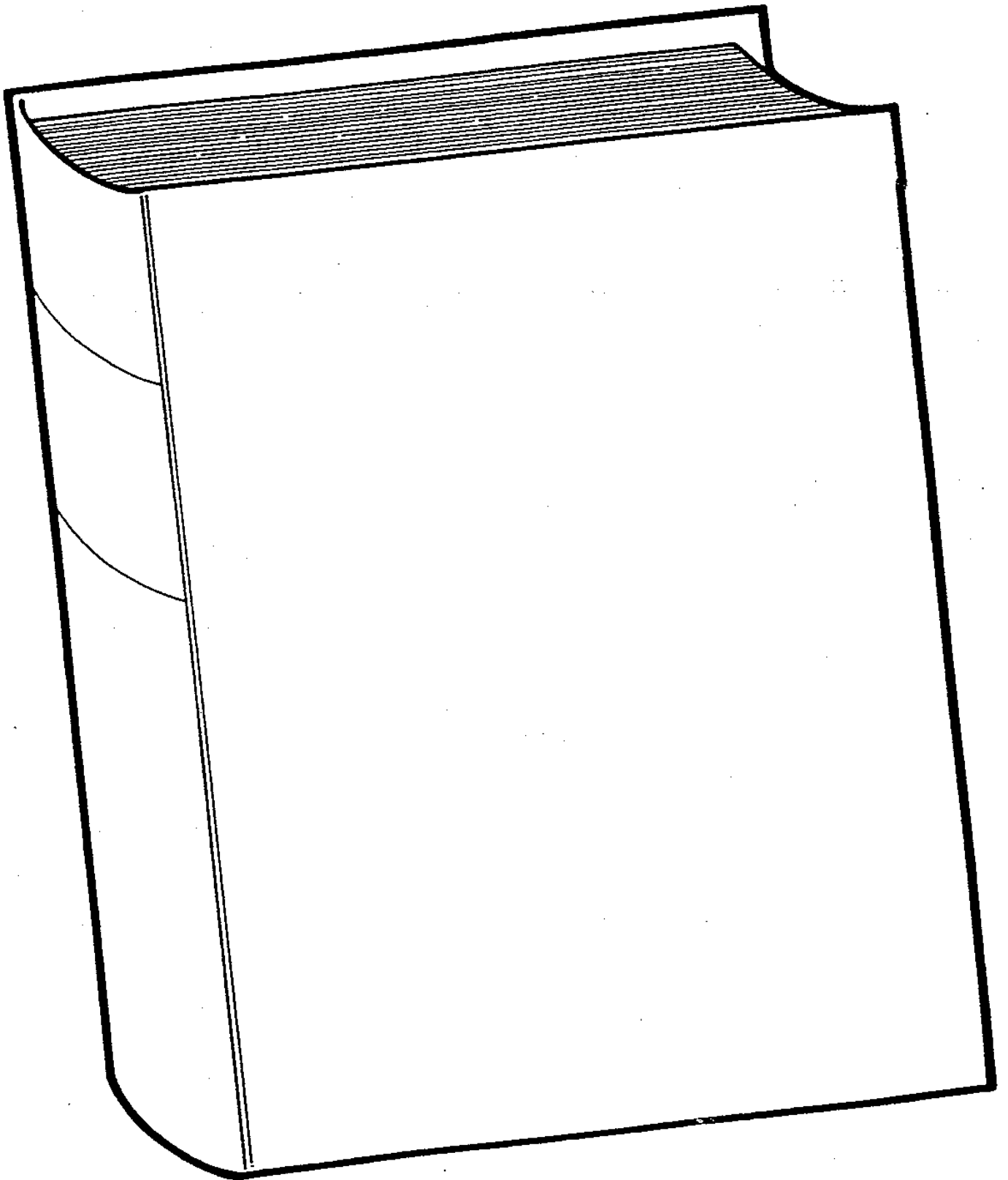
### Shawn's Character traits

Some of the traits in the list below fit Shawn and some do not. Select 4 traits that best describe him and write them on the chart. Then for each trait, list one action in which Shawn exhibits the trait.

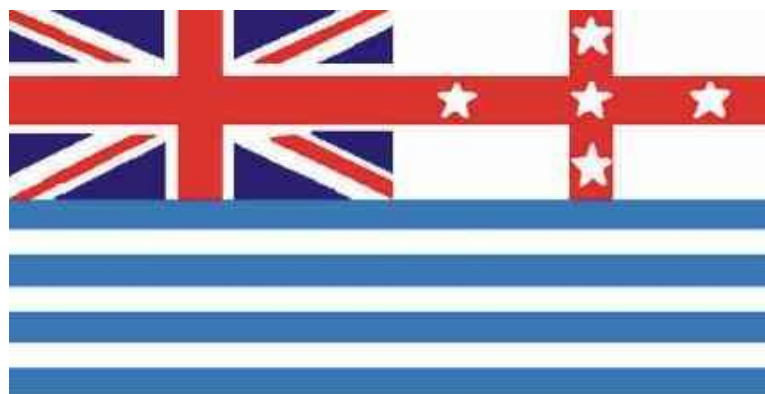
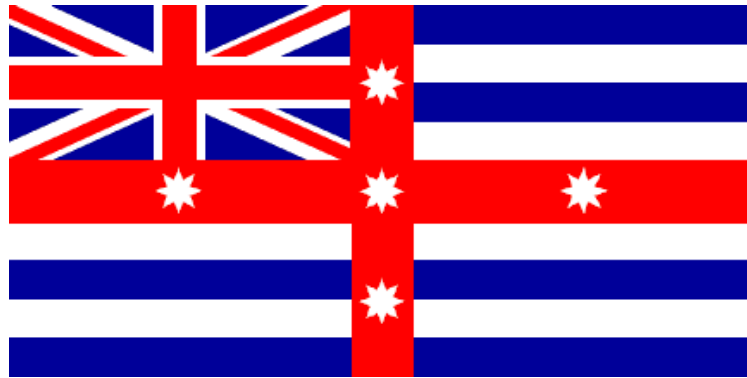
Intelligent	funny	responsible	caring	determined
Honest	hardworking	problem solver	confident	generous
Co-operative	loyal	brave	a good sport	

Trait	Actions that demonstrate the trait.

**The River Kings**  
**Alternative version**



## The Murray River flag and variant



An early Ensign which did not become popular outside of the Murray region was the [Murray River Flag](#) and its [variants](#) which flew from the Paddle Steamers of the Murray River. The Murray River flag was first hoisted on the river barge "Eureka" at Goolwa by the Winsby Brothers in 1853. The Murray River had two cultures, the bottom enders from Goolwa and the top enders at Echuca. The Murray River flag was a unifying symbol among the Paddle-steamers from both top and bottom reaches of the Murray. The flag is not well recorded but is believed to incorporate a blue cross on a defaced blue and white hooped British Ensign. The Murray River flags added a central star on the blue cross in addition to the stars in each arm. Historians and locals have speculated that the blue bars represent the rivers, the Murray, the Darling, the Murrumbidgee and the Goulburn River.

From:

[http://www.southsearepublic.org/article/3/read/australian\\_vexillology](http://www.southsearepublic.org/article/3/read/australian_vexillology)

**Create your own flag design for a paddle steamer on the Murray.**

## Paddle Steamer Trivia

From: <http://homepages.rootsweb.ancestry.com/~surreal/NSWW/paddle-steamers.html>

- The paddle steamers could only run about 8 months of the year - the Darling depended on the unpredictable rainfall in Queensland. Consequently the Darling was either in flood or drought.
- Barges on the Darling were towed by a short line of about 50 feet long because of the many bends in the river.
- There were passenger steamers, goods/cargo teamers, fishing steamers, shop steamers, a bottle-o steamer and even a church steamer for people in the bush to have a church service, get married and have children baptised.
- Most of the steamers who worked around Echuca etc also went up the Darling and Murrumbidgee Rivers.
- The river-boat men hated the Murrumbidgee because it was narrow and had so many bends and overhanging trees that accidents and losing their barges was a frequent occurrence.
- Due to the strength of the Darling flow, steamers were only allowed to go up river at night time - not down river. Some skippers would disobey the rules, of course.



More information on paddle boats:

<http://www.murrayriver.com.au/paddleboats/>

*Paddle steamer and barge on the Murray c1890*

From: <http://www.murrayriver.com.au/about-the-murray/how-the-murray-river-was-formed/>

Murray River education resources: [http://www.murrayusers.sa.gov.au/RMUUC-OldVersion/teaching\\_resources.htm](http://www.murrayusers.sa.gov.au/RMUUC-OldVersion/teaching_resources.htm)



RULES FOR THE CREW OF THE  
P.S. LAZY JANE



<https://www.mdba.gov.au/publications/products/tlm-icon-sites-map> Murray Darling Basin Authority

## Description of a paddle steamer

Paddle-steamer 'P S Enterprise'. A white painted wooden-framed and hulled side-wheel paddle-steamer that has a wheelhouse in front of a cabin, and a chimney on her upper deck. The Beverley Iron Company 12-horsepower two-cylinder steam engine is housed longitudinally in the hull above the boiler. It is between two walkways flanked by the two paddle boxes that are on the lower deck, and it propels the paddle wheels via a chain drive. Small overhanging cabins, which are triangular in plan, are built onto the front of both of the paddle boxes, and their floors form the beginning of a sponson deck that continues aft of the paddle boxes and surrounds another cabin on the rear of the hull. The outer wall of both of the paddle boxes is a wooden lattice screen, and a ladder attached to their sloping solid back wall provides access to the upper deck from the sponson deck. The upper deck is formed by the combined roofs of the cabins and paddle boxes below. The vessel has a very shallow draft, there being only 75cms between the waterline and the bottom of her keel.



*P S 'Enterprise' built in Echuca, Victoria, in 1878*

From: <http://www.nma.gov.au/collections-search/display?irn=37961>

## Writing ideas and creative responses

UNDERSTANDING (How well do you understand what you read and listened too in the story?)

- What was the main problem in the book, and how was it solved?(Write about it as an entry in the 'Captain's log') *Explanation-why things are as they are or how things work*
- Research river animals mentioned in the book (Murray cod, pelicans, ducks, snakes etc.) or research different modes of transportation in the 1870s-90s (pre internal combustion engine and aircraft) *Information report*
- If you could continue the story, what events would you include? Why? (Write a sequel as a movie treatment) *Narrative-telling a story*
- Tell one of the episodes in the book as an infant reader. *Recount-tells what happened*

APPLICATION (Using strategies, concepts, principles and theories in new situations)

- Did this book give you any new ideas about yourself? What? Can you empathise with any of the characters?(Consider Shawn's strained relationship with his father, working as a team, making new friends)Did Red Morgan react justifiably to captain Elijah's treatment of him. Write a police report discussing both sides of the quarrel and its tragic aftermath. *Discussion-presenting information from more than one side on an issue*
- Write a letter to Max Fatchen telling him how you felt about his book. *Discussion-presenting information from more than one side on an issue*
- Pretend you are one of the characters in the book. Write a diary about the happenings in your life for two consecutive days. *Recount-tells what happened*
- What changes would have to be made if the book was set today? *Explanation-why things are as they are or how things work*

ANALYSIS.(Breaking information down into its component parts)

- What would a typical day on the Lazy Jane be like for Shawn? Create a list of jobs for Shawn to do with details about each major task *.Procedure-tells how to do something*



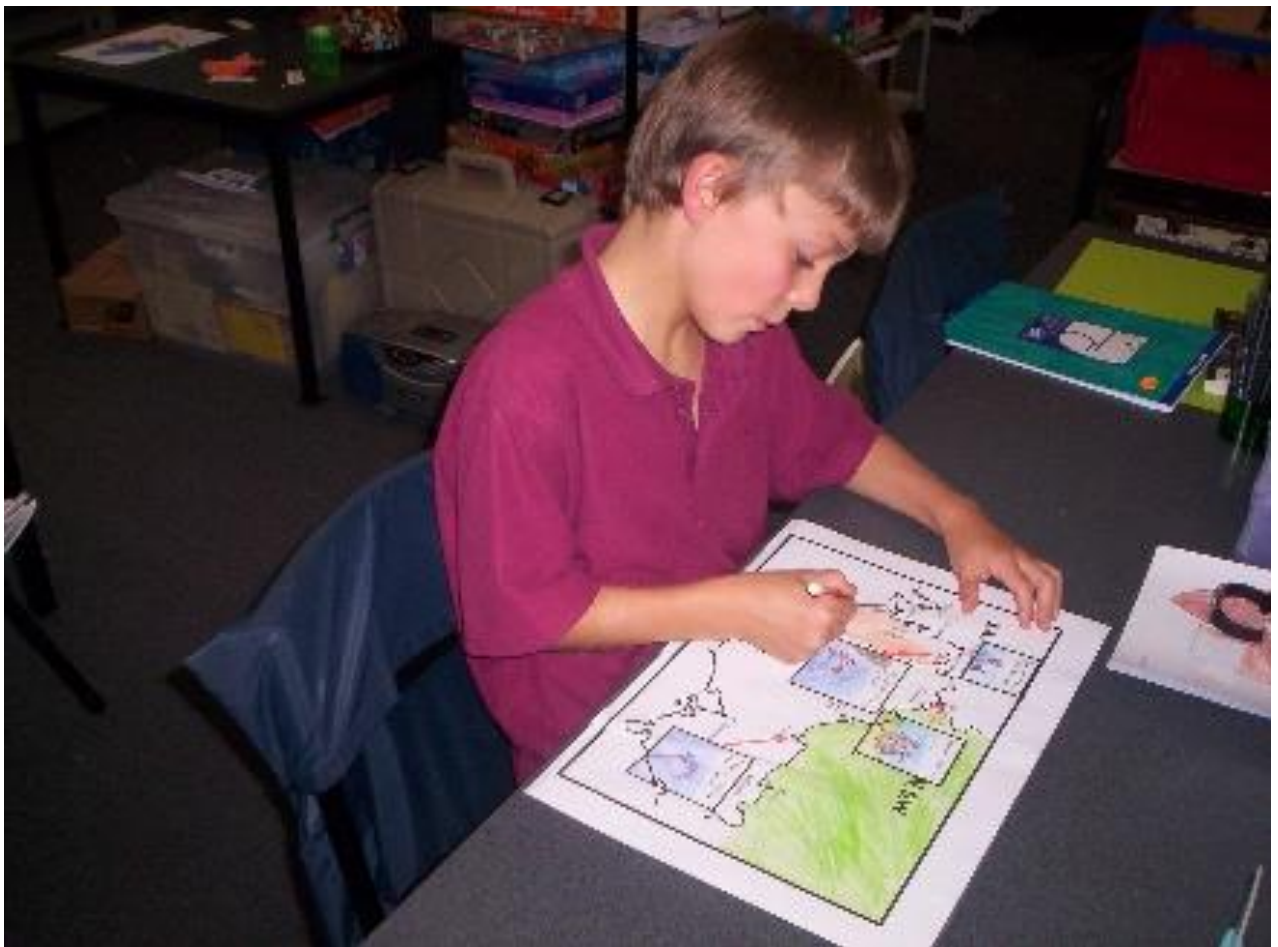
- List Shawn's character traits and provide examples from the story.  
*Explanation-why things are as they are or how things work*

#### CREATING (Engaging in original thinking)

- Design a newspaper job application for a river boat crew member  
*Explanation-why things are as they are or how things work*
- Write another short story using the same characters.(or an additional chapter such as a visit to Echuca) *Narrative-tells a story*
- Write a poem about this book.(Consider a Haiku)
- Design a wanted poster for one of the Murray River characters.  
*Information report*
- Make a six section comic strip with captions depicting an exciting scene from the story. *Recount tells what happened*
- Choose an interesting character from the book. Think of what his/her dislikes are; then think of a gift you would like to give him/her. Design a greeting card to go along with the gift in which you explain why you gave that gift. *Explanation tells why things are as they are or how something works*
- Invent a machine that will warn Captain Elijah about the presence of a river pirate or bushranging gang. *Explanation tells why things are as they are or how something works*
- Design a magazine cover for a 'Life on the Murray' Magazine.  
*Information report*

#### EVALUATION (Judging)

- If you could only save one character from the book in the event of a disaster, which one would it be and why? Write it as a newspaper front page with you telling a story about saving one of the crew in the fire.  
*Discussion is where you present information and opinions about more than one side of the issue*
- Which character in the book would you choose for a friend? Why?  
*Discussion is where you present information and opinions about more than one side of the issue*
- What did you think was the most interesting part of the book? Why? Write about it as part of a bookmark. *Discussion is where you present information and opinions about more than one side of the issue*



***Making the paddle steamer model and completing the story map***

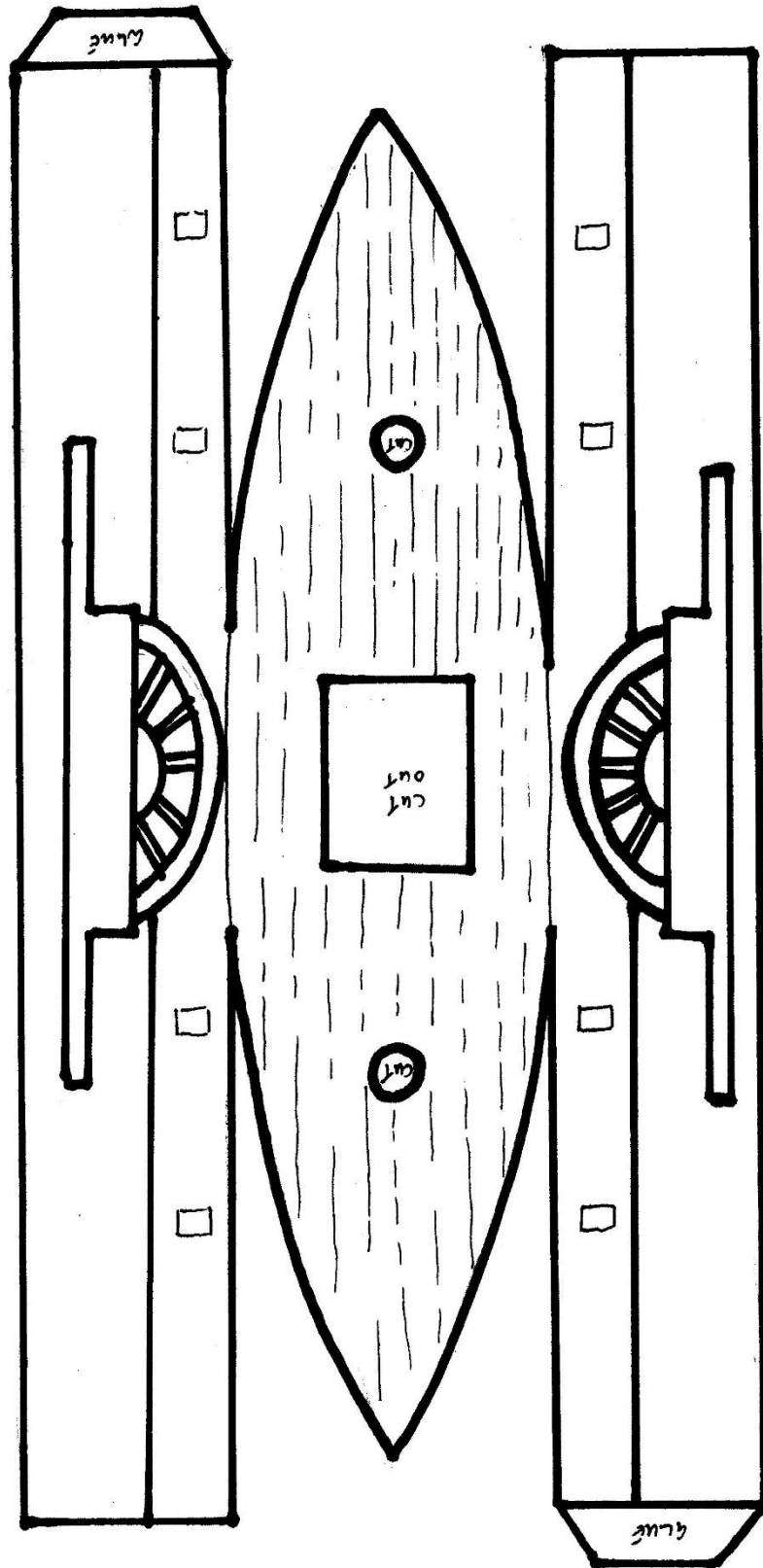
## River Kings Writing Rubric

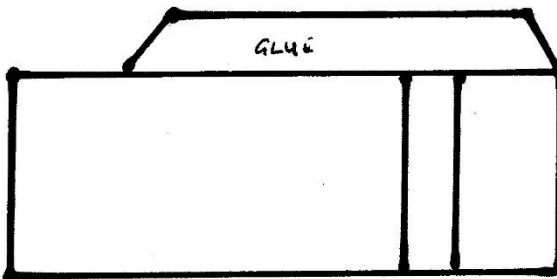
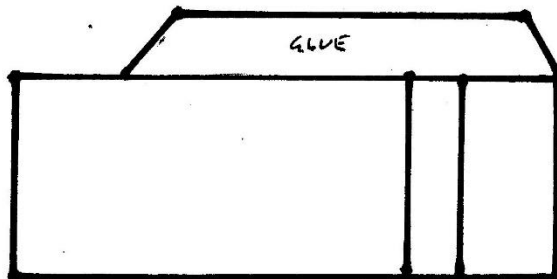
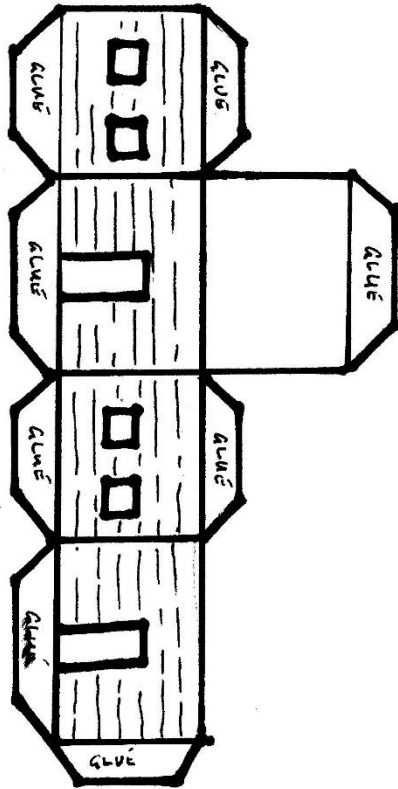
Name: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	1	2	3	4	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
<b>Grammar/punctuation and Spelling</b>	Work has an unacceptable number of spelling grammatical and punctuation errors.	Presentation has three misspellings and/or punctuation/grammatical errors.	Presentation has no more than two misspellings and/or punctuation/grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
<b>Neatness</b>	Work is illegible.	Work lacks care in presentation	Work is neat and tidy	Work is neatly and imaginatively done.	_____
<b>References</b>	Work displays no references.	Work has one reference	Work has several references that might be correctly presented. Work shows that 2 sites/books were used	Work displays the references, written correctly. Work shows that more than 2 sites/books were used	_____
				<b>Total</b>	_____



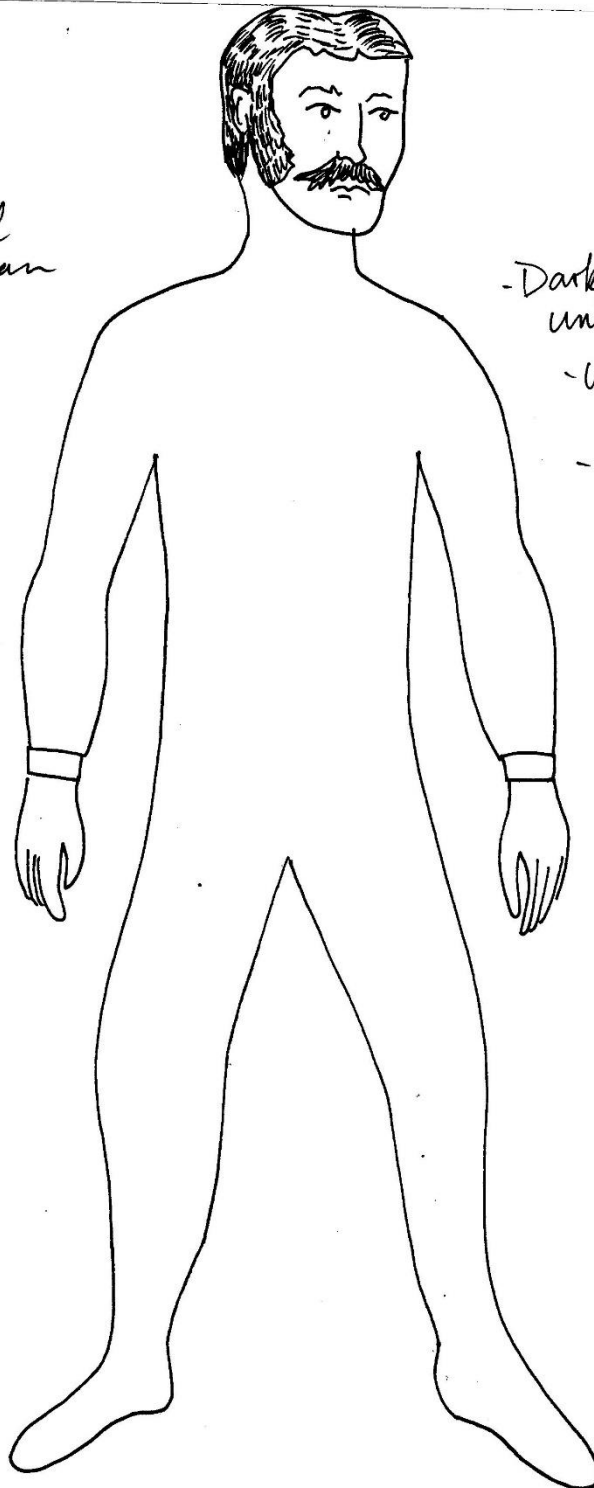


***Enlarge on card to A3 size or larger.***

# Policeman

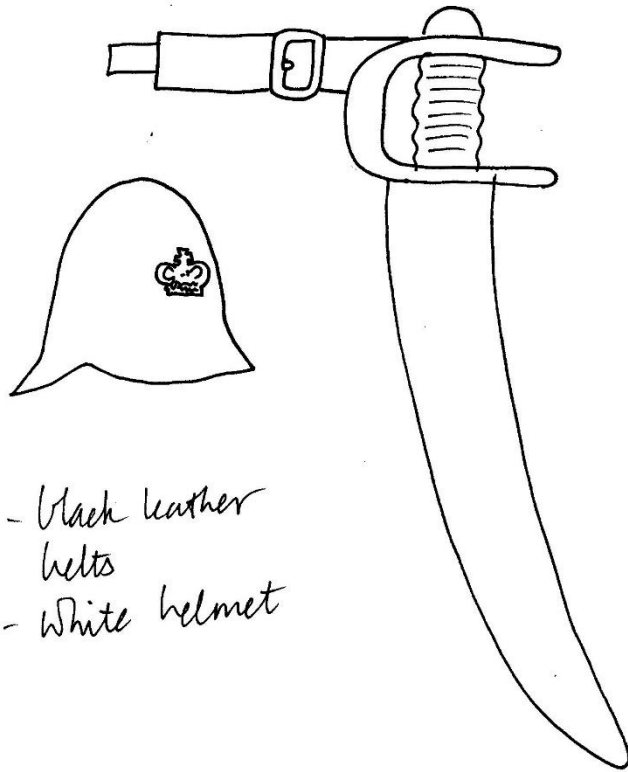
## Chapter 10 'Boarded'

1890s  
Colonial  
policeman

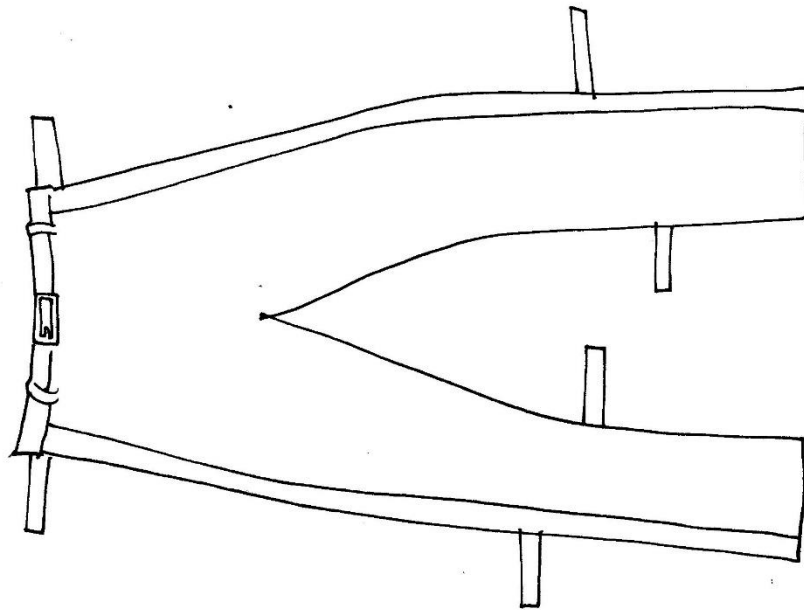


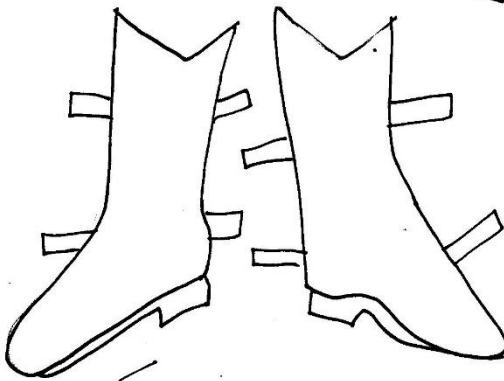
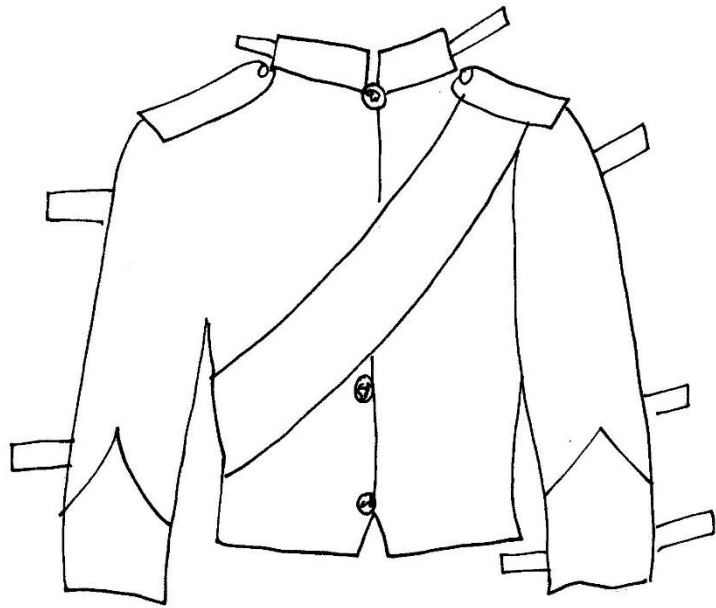
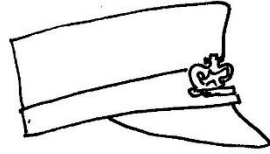
- Dark blue uniform
- White trim
- silver buttons + badges.

Sunburnt  
skin



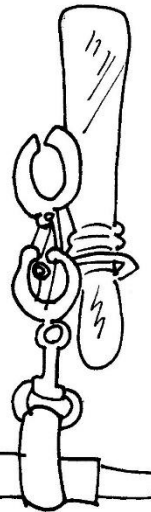
- Black leather belts
- White helmet





*Black boots*

*silver handcuffs*



*London  
Handmade*



Box 6  
Smithfield SA 5114  
February 24

Dear Mr. Shaw and students of Glen Park Primary School.

I had a most wonderful surprise. There was this big package and then out came all your letters and drawings. I was just so thrilled and thank you all. I was so moved by your research Anthony and I am going to call you that for everyone calls me Max.

You know <sup>it</sup> made me feel quite wonderful to think that you would take this trouble to find so much out about me. It is such an excellent overview of my work and thank you Ebony-Jade and Ersk Butler for your nice letters and photographs. It gave me a warm feeling inside.

It was great fun when they were filming <sup>the</sup> River Kings. My wife and I rode with the actors and camera crew in the riverboats but we had to hide when the cameras turned on our riverboat. Actors and film crew work hard and they have wonderful caterers so we would always arrive at lunch time and we'd all sit by this beautiful river that they were all bringing to life in a film that would be shown in over 40 countries. As a young reporter in 1956 I saw the Murray at its greatest flood when it isolated towns and we were in Denmark which was an island with people coming from everywhere to help build and maintain the floodbanks. How sad the poor river has so suffered. Rivers must not be despoiled and used greedily.

When you go to Echuca see if you can hear the river talk. Rivers talk you know. The wind through the red gums on the bank is a river talking. The cry of the birds is a river talking. The sound of frogs, mysterious splashes is a river talking. And when the stars come out and the moon and they are reflected in the river, well that is a river dreaming.

So think of me when you visit my river and your river. Write and tell me if you heard the river talking. It will if you listen hard enough.

Again Anthony Shaw I must congratulate <sup>you</sup> on one of the best looks at my writing. There have been many here and overseas but this one makes me happy as a Murray cod.

Yours sincerely  
*Max Fatchen*  
Max Fatchen AM

P.S. forgive my old fingers and my old typewriter

**Letter from Max Fatchen to the students at Glen Park PS 2009.**

## Make a raft

In The River Kings the Lazy Jane tows a barge full of cargo which is controlled by Tiny. Make a raft or barge and see how much 'cargo' it will hold.

Your brief is to make a raft that floats and that will carry some weights.

It can be:

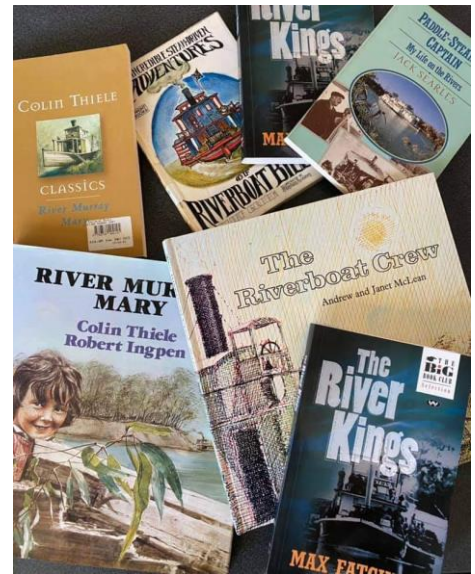
- No bigger than 20 cm X 15 cm
- Can be made only with wooden materials (You can use some corks but they must be attached to the boat and you can't be greedy with them)
- Can be held together only by string, PVA, masking tape and glue (glue gun)
- It has to be able to float by itself.
- It has to be able to carry a weight without sinking or capsizing.
- You must make a plan first and you have no longer than 1 hour to construct it. (That doesn't include testing time which we will do together)





***Constructing and testing our 'barges' in the school water trough.***

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**Books used for this unit, student work and River King's display.**