



STAGE 3

Our Don Bradman: Historical Inquiry.

Key Learning Areas: History

Topic: Australian Identities

Theme: Sir Donald Bradman

Literacy text link: [Our Don Bradman - A diary by Victor McDonald](#) by Peter Allen

(Allen, P, 2004. *My Australian Story – Our Don Bradman*, Australia: Scholastic)

Plot Overview - Our Don Bradman - A diary by Victor McDonald

Victor McDonald's father, a former Newcastle dockyard worker, takes the family to Sydney in search of work. The story of Victor unfolds against the background of the finishing of the Sydney Harbour Bridge, the early days of broadcasting, the Depression and the **Bodyline test series**. Victor plays cricket and when he shows promise, he gets to meet the Australian test cricket team and his hero, **Don Bradman** himself.

'The Don is my hero because he is the greatest batsman in the world. Dad says all Australians are proud of The Don, even those who don't normally follow cricket. He says The Don is an inspiration to everyone because whenever he gets a big score, people smile and forget about their troubles.'

Overview Statement

The activities will provide students opportunities to:

- Explain the causes and consequences of events and developments in history.
- Describe and assess the motives and actions of people in the past.
- Identify and describe the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanations.

Syllabus Outcomes and Content

*All programs and activities support outcomes within the **NSW BOSTES** syllabus for the **AUSTRALIAN CURRICULUM**.*

HT3-1: Describes and explains the significance of people, groups, places and events to the development of Australia.

HT3-2: Describes and explains experiences of people living in Australia over time.

HT3-3: Identifies change and continuity and describes the causes and effects of change on Australian society.

HT3-5: Applies a variety of skills of historical inquiry and communication.



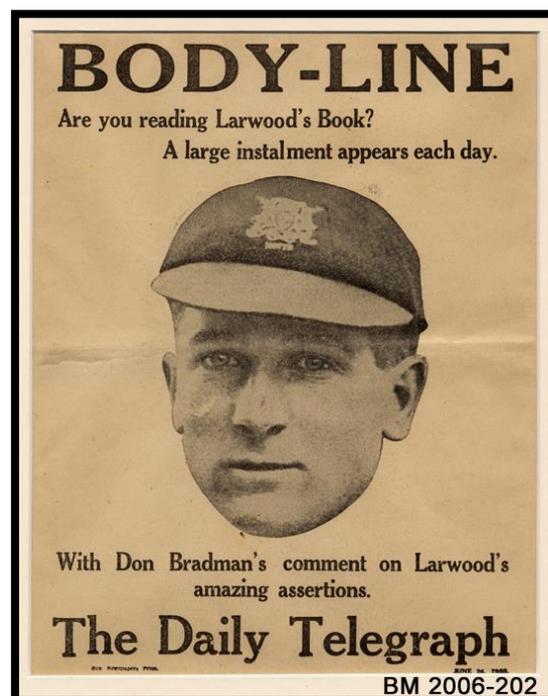
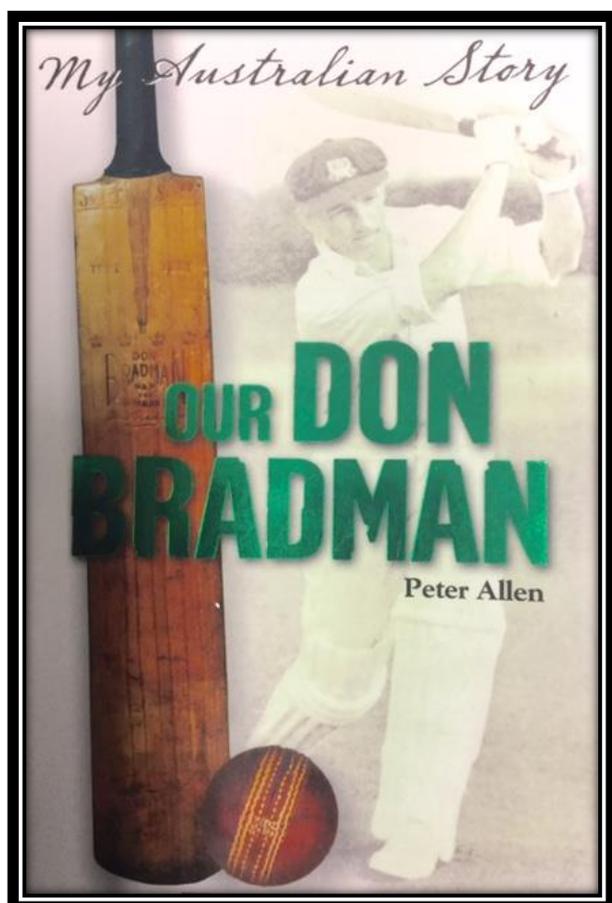
- **ACHASSK137:** The contribution of individuals and groups to the development of Australian Society since Federation
- **ACHASSK141:** Australia's connections with other countries and how these change people and places
- **ACHASS1095:** Locate and collect relevant data from primary and secondary sources
- **ACHASS1097:** Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines

- ***Other syllabus links***

Learning experiences will also support but not explicitly teach some outcomes and content in English and PDHPE.

References

- <http://syllabus.bos.nsw.edu.au/hsie/history-k10/>
- <http://www.australiancurriculum.edu.au>





MUSEUM VISIT PROGRAM

Australian Identity - History

Our Don Bradman - A diary by Victor McDonald by Peter Allen

In the limited time available, the best use of our resources allow for 4 main aspects to your visit:

1. **Theatrette** - Using the big screen we will examine archival footage and pictures related to key aspects of the topic. **The role of Bradman in The Great Depression/ Bodyline.**
2. **Outside games on Bradman Oval** – Body line demonstration and the ‘Stump Challenge’. (Level 2 coach Jock McIllhatton)
3. **Workshop using historical items from the Museum Collection:** Museum Curator David Wells will display and discuss items relevant to the topic including letters written to Harold Larwood and equipment used by Don Bradman, (Curator David Wells)
4. **Museum Discovery Trail** - With the help of a guide, the students will get the opportunity to explore the Museum while answering questions relevant to the topic.



MUSEUM DISCOVERY TRAIL

**BRADMAN
CENTRE**
HOME OF CRICKET MEMORIES

OUR DON BRADMAN BY PETER ALLEN

Name _____

THE GAME GALLERY

1. Look at the large photograph of the 1948 Australian test team. Which player was the captain?

BODYLINE

2. Why did the English captain Douglas Jardine instruct his bowlers to bowl Bodyline or leg theory during the 1932-1933 series? _____

3. Why was this tactic called 'Bodyline'? _____
4. Were any Australian players injured during the Bodyline Series? _____
5. How is the modern cricketer better protected today? _____
6. List four players involved in that series?
1 _____ 2 _____
3 _____ 4 _____

BRADMAN GALLERY

7. How old was Bradman when his family moved to Bowral? _____
8. Why is the 'revolving' bat of major importance? _____
9. What was Bradman's first big score during the 1925-1926 season when he was just 17 years of age? _____
10. Bradman developed his own game by hitting a golf ball against the side of a water tank with a cricket stump. How did this activity help improve his batting skills?
1 _____

THE CHANGE ROOM

11. Why do you think that clothes worn during the Great Depression were made of dark or dull colours? _____
12. What do you think the player holding his head was thinking and feeling? _____
13. List 3 examples of early technology displayed in the change room.
1 _____ 2 _____ 3 _____



PROGRAM: For 56 Pupils

Time	Activity
9.30am	Arrival /toilets/ run around/move through courtyard to Theatre
10.00	Official welcome to students to the Museum. Explanation of museum etiquette and housekeeping. (Theatre).
10.10	Split into 2 groups to begin sessions. Session 1: Group 1 – Primary Resources Group 2 – Oval
10.40	Session 2: Group 2 – Primary Resources Group 1 – Oval
11.10	Session 3 Group 1 – Museum Discovery Trail Group 2 - Theatre
11.50	Session 4 Group 2 – Museum Discovery Trail Group 1 - Theatre
12.25	Conclusion in Theatre (5 Minutes) – Teachers have the option of allowing free time for students to explore the Museum now if time permits. Students may also visit the shop in small groups with a teacher.
12.30	Lunch
1pm	Departure



NOTES FOR TEACHERS

- Upon arrival students should be given an opportunity to stretch their legs, have morning tea in the adjoining Glebe Park and use the toilet facilities. We will then convene in the Theatre for an induction to the Museum.
- Students will be given an explanation of tasks and how they will rotate through the Museum. Students will be able to leave their bags in the Theatre. However this room will not be locked so we suggest students take all valuables with them.
- We encourage photography in the Museum and may ask students to take a photo of an object for further discussion.
- We do have a Museum gift shop where students can purchase items of their choice, however previous experience has shown us that this needs to be strictly supervised and for such a large group can be rather time consuming exercise. This can be achieved on a group by group bases.
- The program is of course flexible, depending on your needs and any circumstances that might arise on the day.

