

NATIONAL
SPORTS
MUSEUM

BACKYARD TO BAGGY GREEN
LEVEL 5 – YEAR 7/8

CRICKET: PAST, PRESENT AND FUTURE



Key concept

The game of cricket has evolved over time.

Focusing questions

1. What is the same and what is different about cricket then and now?
2. How has Test cricket changed over time?
3. How have changes in the past affected the game of cricket?
What kind of changes may affect it in the future?

National Sports Museum exhibition focus

Backyard to Baggy Green

VELS dimensions addressed

Discipline-based Learning: English; The Humanities – History

Interdisciplinary Learning: Thinking Processes; Information and Communications
Technology

Overview

These activities provide students with the opportunity to discover more about the history of Test cricket and to consider the changes that have taken place in the playing of the game.

In a pre-visit activity, a student-led inquiry is used to generate questions of interest about Test cricket with an historical or change-related focus. Students are guided and supported to develop questions which require analysis and deeper thinking. A visit to the National Sports Museum is used as a starting point for gathering information and helping students respond to their inquiry. The initial areas of focus will include past players, evolution of equipment, significant cricketing moments and countries involved.

In post-visit activities, students conduct further research using appropriate reference materials. They refine and finalise their inquiry and present their findings to a small group. Students apply their research and new understanding of cricket to develop a text for a sports magazine stating their viewpoint in response to a particular cricket-related argument.

Pre-visit activities

Introduce the key concept: The game of cricket has evolved over time.

Focus skills, knowledge and understandings: The Humanities – History; Thinking Processes

Organise students in small groups of three or four to discuss and record what they know about Test cricket. Focusing questions are used to encourage students to think about changes over time and past memorable events.

Use a KWHL chart as shown below to record students' ideas about what they know about changes in cricket and what they want to find out.

What we Know	What we Want to find out	How we can learn more	What we Learned

Focusing question 1: What is the same and what is different about cricket then and now?

Focus skills, knowledge and understandings: English; The Humanities – History; Thinking Processes; Information and Communications Technology

Materials

- Worksheet 1

Encourage students to think about the evolution of the game of cricket by posing the following questions:

- Have the rules remained the same since Test cricket began?
- What in Test cricket has remained virtually unchanged?
- Who plays Test cricket?
- Who is a past great player?
- What attributes of a player make them suitable for the Australian Cricket Hall of Fame?
- Why is the Bodyline series considered a significant event in cricket history?
- How has technology led to changes in the way cricket is played?
- Are players safer now than 100 years ago?
- Who decides if an aspect of Test cricket is to change and what would cause this to happen?

Distribute Worksheet 1. Read through the questions and examine the photographs together. Give students time to respond to the questions and to develop four questions of their own. They could also do further research on the cricket personalities shown.

During the visit to the National Sports Museum

The National Sports Museum, as part of the Backyard to Baggy Green gallery, has a number of different displays, many of which can be used to highlight how cricket has changed over time, those aspects which have continued largely unchanged and events that have shaped the game since its beginnings.

After an initial opportunity to explore following their own interests, students can be directed to particular sections of the exhibition to answer some of the following questions.

Australian Cricket Hall of Fame – Spirit of cricket

- What attributes make a player suitable for the Australian Cricket Hall of Fame?
- Who out of the current group of Test cricketers should be inducted and why?
- How important is the “spirit of cricket”?

The evolution of equipment

- How has equipment changed over time?
- What has remained largely unchanged?
- How has material technology impacted on cricket equipment?

Memorable moments

- Why was the Bodyline series a significant event in cricket history?
- How did the Ashes series evolve?

The third umpire

- Why do we now have a third umpire?
- Is the game keeping up with new technology?

Women’s cricket

- How has the women’s team performed in international competition?
- Does the women’s cricket team receive appropriate accolades?

The International Cricket Council (ICC) – player profiles

- How were countries chosen to be a Test-playing nation?
- What is the value of having more Test-playing nations?

A tour of the Melbourne Cricket Ground (MCG) could be organised in addition to the museum visit. The MCG tour enables students to discover how the MCG has changed over time. Students would gain an insight into the origins and development of Test cricket in Victoria.

It may also be possible to arrange a visit to the Melbourne Cricket Club Museum for students to explore the questions further. There, students can find out more about:

- The significance of the Ashes series between England and Australia
- The link between cricket played by the Melbourne Cricket Club and the origins of AFL football
- The evolution of cricket equipment such as wicketkeeping gloves (Jack Blackham’s gloves pre-1900).

Post-visit activities

Focusing question 2: How has Test cricket changed over time?

Focus skills, knowledge and understandings: The Humanities – History; English; Thinking Processes, Information and Communications Technology

Materials

- Worksheet 2
- Access to internet and library for research
- Access to a computer and word processing application such as MS Word

Using “inside outside” circles (students in two circles, facing each other), have students discuss what they now know about the history of cricket as a result of their visit to the National Sports Museum.

Distribute Worksheet 2. Students work in pairs to complete the table. Then each student chooses a topic to research and produce a piece of writing or presentation.

Focusing question 3: How have changes in the past affected the game of cricket? What kind of changes may affect it in the future?

Focus skills, knowledge and understandings: English; Thinking Processes

Invite students to apply their research and new understanding of cricket to consider the following statements:

- It’s not possible to compare the achievement of a current Test player to a player of the past.
- The third umpire is a useful innovation and further use of technology should be provided to umpires to assist in making their decisions.
- The Bodyline series is the most well known, important moment in cricket history.
- Women’s cricket should be as well resourced as men’s Test cricket.

Refer to the visit to the National Sports Museum and in particular to the interactive experience where students had the opportunity to adjudicate on a run out decision. Discuss students’ thoughts about the following statements:

- For Test umpires, making a correct decision is easy.
- It’s important umpires make the correct decision.
- Technology should be used for any decisions where the umpire is in doubt.
- Allowing for human error is part of the game of cricket.

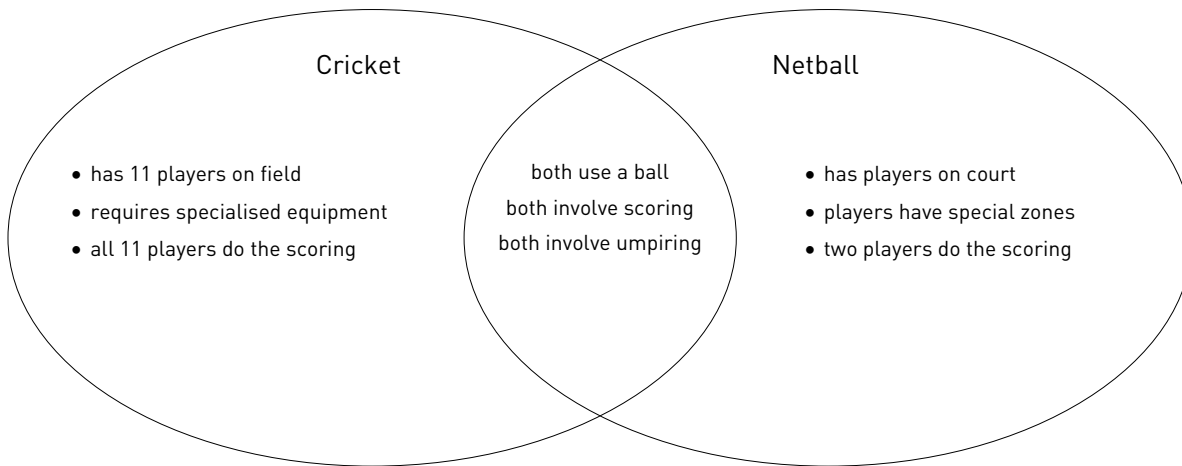
Create an imaginary line in the classroom representing a continuum with one end labelled “agree” and the other end “disagree”. Use the continuum to allow students to stand at a point in the line which they believe demonstrates their level of agreement with each statement.

Randomly choose two or three students to justify their positioning. Use the activity to highlight the differing opinions within the class. Discuss how different points of view impact on making rule changes.

Revisit the key concept: The game of cricket has evolved over time.

Focus skills, knowledge and understandings: The Humanities – History; Thinking Processes

Introduce the idea of a Venn diagram as a useful tool to visually show the differences and similarities between two things being compared. As an example, show students a diagram comparing cricket with netball. Invite students' ideas and model how to use the tool to organise information.



Use a think-pair-share strategy to assist students to use a Venn diagram comparing two innovations in cricket, for example the stump cam and the third umpire. Firstly, students should think and jot down their own ideas. They pair with a partner to combine and refine their ideas and record using the Venn diagram. Next they share with another pair and discuss their ideas.

Use the questions to draw out discussions about the use of technology, who made the change, who actually benefits from the change and how the change has impacted more broadly on the game of cricket.

Indicators of student achievement and assessment strategies

The activities in these materials address the following dimensions of VELs:

English: Writing; Speaking and listening

Students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. They write arguments that state and justify a personal viewpoint, reports incorporating challenging themes and issues, personal reflections on, or evaluations of, texts presenting challenging themes and issues. As evidence, use students' texts for their presentation and their argumentative piece of writing.

Students use a variety of multimodal texts to support individual presentations in which they inform or persuade an audience. When listening to others, students ask clarifying questions and build on the ideas of others. As evidence, use students' texts for their presentation, ability to listen to the presentation of others and provide feedback or ask questions for clarification.

Thinking Processes: Reasoning, processing and inquiry

Students use a range of question types, and locate and select relevant information from varied sources when undertaking investigations. As evidence, use students' generated questions for their inquiry, drafts of text for their presentation and argumentative text including citing sources of information.

The Humanities – History: Historical reasoning and interpretation

Students frame key research questions, plan their investigations and report on their findings. As evidence, use students' generated questions for their inquiry, drafts of text for their presentation and argumentative text including citing sources of information.

Information and Communications Technology: ICT for communicating; ICT for creating

Students select the most appropriate search engines to locate information on websites. They judge the integrity of the located information based on its credibility, accuracy, reliability and comprehensiveness. As evidence, use students' explanation about how they located and decided on the appropriate materials to source (self assessment).

When creating information products, students prepare designs that identify the structure and layout of the products, the evaluation criteria and the plans for managing collaborative projects. Students independently apply a range of processing skills, functions and equipment to solve problems and create products which contain minimal functional, typographical, formatting and readability errors. As evidence, use students' plans for developing their presentation and argumentative text, drafts and their final products.

Source: Adapted from the Victorian Essential Learning Standards, VCAA 2005 <http://vels.vcaa.vic.edu.au>

Additional resources

- The CricKids Playing in Harmony Student Handbook, Cricket Australia
- MILO Have-A-Game Resource for skills and modified cricket games
- Wisden – pre-eminent source for cricket info:
<http://content-aus.cricinfo.com/wisdenalmanack/content/current/story/almanack>
- Cricket Australia: <http://www.cricket.com.au>
- Cricket Australia, Getting involved:
<http://www.cricket.com.au/default.aspx?s=gettinginvolvedo>
- Cricket Australia, Great Ashes moments:
<http://asheschallenge.cricket.com.au/page.asp?id=5>
- Cricket Victoria: <http://www.cricketvictoria.com.au>
- Cricinfo: <http://www.cricinfo.com>
http://www.cricinfo.com/db/ABOUT_CRICKET/HISTORY/
- International Cricket Council: <http://www.icc-cricket.com>
- ICC, Resources relating to the history of cricket:
http://www.cricinfo.com/db/ABOUT_CRICKET/HISTORY/
- The Bradman Museum, Article: Bradman and bodyline:
http://www.bradman.com.au/html/s02_article/article_view.asp?id=248&nav_cat_id=195&nav_top_id=56
- BBC Article on Ashes history: <http://news.bbc.co.uk/sport1/hi/cricket/3959329.stm>
- Women's Cricket: <http://www.southernstars.org.au/>
- Women making Australian Sporting history, Betty Wilson:
<http://www.womenaustralia.info/exhib/sg/wilson.html>
- MCG, The people's ground, History of cricket:
<http://www.mcg.org.au/default.asp?pg=historycricket>
- Cricket bat history: <http://www.cricketwillow.com.au/11.0.html>

Tour of the MCG

During your visit to the National Sports Museum at the Melbourne Cricket Ground, we also suggest that you take an MCG Tour. Our bookings staff will help schedule this. It is an excellent opportunity to make special use of the reduced price combination package.

Access to the MCC Museum

The MCC Museum belongs to the members of the Melbourne Cricket Club. While it adjoins the National Sports Museum, it is not available for access by school groups. However, with prior negotiation with our bookings officer special entry can be permitted.

Worksheet 1: What we know about Test cricket

Name: _____

<p>Equipment</p> <p>What cricket equipment is available now? How might this be different from when cricket was first played?</p>	<p>Past players</p> <p>Who are Test players of the past that you recall? What do you know about them?</p>
<p>Significant cricketing moments</p> <p>What cricketing events are often recalled and described? What makes these moments special?</p>	<p>Countries involved</p> <p>What countries are involved in Test cricket? What is the history of their involvement?</p>

As a group, write questions about Test cricket that you have as a result of this task.
Choose four questions for your own research.
Source information to answer your questions and present your findings to a small group.

Tom Wills

MCC Collection



WG Grace

MCC Collection



Betty Wilson

MCC Collection



Don Bradman

Courtesy of the Herald Sun



Shane Warne

Courtesy of the Herald Sun



Steve Waugh

Courtesy of the Herald Sun



Worksheet 2: How Test cricket has changed

Name: _____

Complete the empty cells of the table. If necessary, use the internet to further research the topics presented.

Use at least one of the completed rows of information as the basis for a report, news article or presentation about a broader topic such as player safety, women's cricket, international competition or rules to enforce a level of behaviour. Present your opinion on the changes to the game of cricket.

What changed?	What caused the change?	What are the benefits of this change?	What may have happened had this change not taken place?
During the 1970s, batsmen began wearing a helmet while batting. Prior to that, protective headgear wasn't worn.	The high risk of injury from a cricket ball bowled at speeds up to 150 km/hour. A history of incidents resulting in injury from short-pitched deliveries. Improved technology.		
Bowlers are restricted in the number of bouncers they may bowl per over and the setting of a leg-side field.			
	Australian fast bowler Dennis Lillee used an aluminium bat in a Test match against England in Perth in 1979.		
Women were not always part of the game. The inclusion of women participating in international competition is developing in different ways in different countries.			
	A new competition, called World Series Cricket, was introduced in 1977-79.		
The players have a code of conduct that they must abide by. An anti-racism clause has been added.			