

Year 3: HASS and Geography

Teacher Guide: A history of Tasmanian Hydro villages

The Hydro Electric Department began with a big dream in the early 1900s — to bring electricity to every Tasmanian farm, business and home. It was an Australian first. No other state or territory at the time had a public, state-wide energy generating enterprise.

The construction of hydropower schemes saw roads built where there had previously been none and communities grow in the wilderness. The migrants who joined the workforce shaped Tasmania’s culture, from the coffee that was drunk, the use of garlic, olive oil and other new foods to new music, art and community celebrations.

The Hydro villages would often start as construction camps. These were large areas of temporary accommodation to house the construction workforce.

In the early years the temporary accommodation consisted of crude canvas tents and primitive single men’s quarters that improved over the decades to temporary huts and houses.

As construction of each hydropower scheme drew to a close, the employees who would become the permanent power station operators moved to the area. More substantial accommodation was built to house them and their families.

Roads were graded and facilities were built including community halls, medical facilities, schools and shops. Village life flourished and there was a strong sense of community.

The construction workforce followed the work and moved to the next hydropower scheme or other work. Temporary camps were dismantled and relocated, with areas or whole villages being rehabilitated so that barely a physical trace remained.

By modern standards, Hydro villages were extremely remote. The road network was not fully established

and residents did not always have access to motor vehicles or telephone communication.

Australian Curriculum

Learning Area HASS	Content Descriptions
ACHASSI052	Pose questions to investigate people, events, places and issues
ACHASSI053	Locate and collect information and data from different sources, including observations
ACHASSI058	Draw simple conclusions based on analysis of information and data
ACHASSI061	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms
ACHASSK069	The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and the peoples’ perceptions of these places
General Capabilities	Critical and Creativity, Literacy, Personal and Social Capability

Learning goals

Know:

- There are different types of settlements including temporary villages or camps.
- Our history is significant in the present.

Understand:

- That individual and group participation can shape a community.
- Geographical features can impact on settlements.

Do:

- Engage in classroom discussions.
- Represent learning in individual activities.

Achievement standard

By the end of Year 3 students,

HASS

...identify individuals, events and aspects of the past that have significance in the present. ... Students pose questions and locate and collect information from sources, including observations, to answer these questions. ... They sequence information about events ... in chronological order.

Geography

... students pose geographical questions and locate and collect information from different sources to answer these questions.

Adjustments / strategies to include all students

	Enabling	Extending
Content:	Prepare some students one-to-one for the video and its terminology	Mute the sound of the video and have students develop a 'kid-friendly' script for a particular section
Process:	Guide students individually through the PowerPoint and have them become familiar with the names of the four villages	Provide students with their own access to the video to view and rewind as required to complete independent research as per the PowerPoint activity
Product:	Have students draw and label or create a diorama of one of the four villages	Have students create a model Hydro village for a museum display and research and write an information label to attach to the display

Assessment

Refer to the *Options for assessment and extension* in the Lesson Plans.

Evidence of student learning

- Students describe (written or oral) the differences between a hydro camp or town and their current community.
- Students describe (written or oral) how individuals or groups of people contribute to the community.

Group reflection

Refer to the *Elaborate and Review* in the Lesson Plans.

Teaching and learning resources

Hydro Tasmania website www.hydro.com.au

Materials	Number
Smart board or projector	1
Internet connection	1
<i>People of the Hydro</i> https://www.youtube.com/watch?v=III2U-14_BA	YouTube
Activity – Learn about Hydro villages.	1 each

It is recommended that the video is set up prior to class or student viewing

Teacher reflection

- What went well?
- What could be improved?
- How might you deliver this lesson differently next time?

Feedback

If you would like more information or to provide feedback please contact our Education Coordinator at education@hydro.com.au