

Year 3: HASS

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
AC9HS3K01	Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes
AC9HS3S01	Develop questions to guide investigations about people, events, places and issues.
AC9HS3S02	Locate, collect and record information and data from a range of sources, including annotated timelines and maps
AC9HS3S03	Interpret information and data displayed in different formats
AC9HS3S04	Analyse information and data, and identify perspectives
AC9HS3S07	Present descriptions and explanations, using ideas from sources and relevant subject-specific terms
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

....describe the causes, effects and contributions of people to change.....Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.

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

Feedback

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