

Introductory activities (engage)

(15 minutes)

1. As a class group brainstorm the following question:

- What do we use electricity for?
(*hint: anything that plugs into a power point*)

Collate your answers on a flip chart, poster or word wall

2. Set the scene with an introduction to the history of electricity in Tasmania by reading the Script – People of the Hydro and viewing:

People of the Hydro www.youtube.com/watch?v=III2U-14_BA
(Pause or stop the video at 5:23 minutes when the black title page Against the Odds appears on screen)

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

- Can you imagine living before electricity was available?

Materials	Quantity
Internet connection	1
Smart board	1
Script – People of the Hydro	1
People of the Hydro	YouTube or DVD
Activity –Electricity to Homes - Past and Present	1 each

Lesson 1 (explore)

(20 minutes)

Electricity changed the way people lived. With electricity came easier ways to light and heat your home; cook and store your food; and the continual development of new household appliances.

1. As a class group, explore how many years ago 1940 was?

- Use a timeline, refer to familiar elders ages or other

2. Imagine living in 1940, your home has no electricity. There are no light switches, power points, stovetops or ovens.

a. How do you:

- Light your home? (*candles, kerosene lamps, gas lamps*)
- Heat you home? (*extra blankets, open fires, chip heaters*)
- Cook your food? (*cooking over the fireplace, cast-iron oven/stovetop*)
- Heat your water? (*boiling water in a billy can or pot on top of the fire, or cast-iron stove, chip heaters*)

b. Refer to your flip chart, poster or word wall to consider the other items.

3. Fast forward the [People of the Hydro](http://www.youtube.com/watch?v=III2U-14_BA) video to 12:18 minutes The Golden Years and watch the *Go Modern* electric advertisement. (Pause or stop the video at 12:44 minutes when Sir Allan Knight appears on screen).

Display the questions below and read them together with the students telling them that at the end of the viewing segment the class will be invited to give responses.

- Who was the audience?
- What promises are made?
- What will electricity do for you?

OR

3. Display the Electricity Progress Brochure extract to your class

- Who was the audience?
- What promises are made?
- What will electricity do for you?

Options for assessment and extension

	Option 1	Option 2
HASS – History Individual Activities	1. Have students source an electrical appliance catalogue from home (or online). 2. Provide students with a copy of the advertisement extract from the Electrifying Tasmania booklet or display the images to the class on the smart board. 3. Ask students to use words or pictures to compare the differences between the advertisements. Extension option Invite students to create their own advertisement for each period (past and present).	1. Have students compare their home to homes of the past. Use the Activity– Comparing electricity to homes past and present. Extension option Research how domestic chores were completed before electricity and compare these to the present.
HASS – Inquiry and skills Research Group / Individual Activity	Group component (whole of class / smaller groups) As a class or small group brainstorm how, when, where and why questions to guide an inquiry of the topic: <i>‘How has electricity changed the way you ... ’</i> Individual component Ask each student to interview a familiar elder (grandparent or older family friend) to invite responses to the inquiry questions. In pairs have students display the questions and responses as role play, posters, short written pieces or other form of presentation back to the class.	

Elaborate and review

As a class group review:

1. Living without electricity

- a. Do you think it would be easier or harder living without electricity?
 - i. Hold a class vote.
 - ii. If your class is divided, split the class into the two groups and ask each group to present three reasons why. Or have students share ideas in pairs for discussion.

2. What electrical appliance/device would you miss the most if you had to go without electricity?

- a. Ask each student to name one thing that they would miss the most.
 - i. Create a list of the responses.
 - ii. Sort the responses into simple column or picture graphs.