

## Stage 2- History



# Planning the Water Works



<p><b>Unit Description</b>                  Students learn about the engineers who were involved in planning the Water Works. They discover the different reports the men presented after their investigations of possible water sources around the Hunter Valley. Students will view an early map of the Hunter Valley and compare/contrast it with a current map of the same area, to see how far water is supplied now. Students will also view statistics regarding population growth and annual water consumption.</p>		<p><b>Duration</b></p> <p>Term    1   2   3   4</p> <p>Weeks    _____</p>
<p><b>Outcomes</b>  <u>History K-10</u>                  HT2-2 Describes and explains how significant individuals, groups and events contributed to changes in the local community over time.                  HT-2-5 Applies skills of historical inquiry and communication.</p>	<p><b>Key Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>- Who was responsible for finding a permanent solution to the Hunter Valley water supply problem?</li> <li>-What was the timeline for completing the Walka Water Works?</li> <li>-What townships (suburbs) did Walka Water Works service?</li> </ul>	
<p><b>Assessment Overview</b>                  Ongoing assessment- student understanding may be assessed through the use of observational checklists, anecdotal notes, contributions to class discussions and a variety of work samples.</p>	<p><b>Assessment Activities</b>                  Diagram- Use highlighters to show townships, rivers, pipes and railways on William Clark's map- include a key. (See worksheets)</p>	
<p><b>Vocabulary</b>                  permanent, engineers, investigated, problem, recommendation, rejected, projects, favourable, chains, lagoon, expansion, population, annual, consumption, construction, township, suburb</p>		
<p><b>Historical Concepts</b></p>		<p><b>Historical Skills</b></p>

The following **historical concepts** are integrated into the lesson sequences:

**Continuity and change**

- aspects in their community that have changed over time or remained the same

**Cause and effect**

- causes of change in the local community

**Perspectives**

- views on the life and experiences of early Hunter Valley residents

**Empathetic understanding**

- developing an understanding of the life of early settlers and residents

**Significance**

- understanding the significant contributions of early settlers and community infrastructure

The following **historical skills** are integrated into the lesson sequences:

**Comprehension: chronology, terms and concepts**

- respond, read, write to show understanding of historical matters
- sequence historical people and events
- use historical terms and concepts

**Analysis and use of sources**

- locate information relevant to inquiry questions in a range of sources
- compare information from a range of sources

**Perspectives and interpretation**

- identify different points of view in the past and present

**Empathetic understanding**

- explain why the behaviour and attitudes of people from the past may differ from today

**Research**

- identify and pose questions to inform an historical inquiry
- identify and locate a range of sources to support an historical inquiry

**Explanation and communication**

- develop historical texts, particularly narratives and descriptions, which incorporate source material
- use a range of communication forms (oral, written, graphic) and digital technologies

**Evaluation**

Focus	Teaching & Learning	Resources	Registration
<p>Who was responsible for finding a permanent solution to the Hunter Valley water supply problem?</p> <p>What was the timeline for completing the Walka Water Works?</p> <p>What townships (suburbs) did Walka Water Works service?</p>	<ul style="list-style-type: none"> <li>• Introduce the topic “Planning the Water Works”.</li> <li>• Key Inquiry Question- Who was responsible for finding a permanent solution to the Hunter Valley water supply problem?</li> <li>• There were two engineers that investigated various solutions to the water supply problem- Francis Bell and William Clark.</li> <li>• Read through the information about Francis Bell. Students make brief notes on their worksheets</li> <li>• Read through the information about William Clark. Students make brief notes on their worksheets <b>Chains</b> is an old-fashioned measurement that has not been used since 1985. <b>Task:</b> Find out how long 80 chains are in metres/kilometres.</li> <li>• Key Inquiry Question- What was the timeline for completing the Walka Water Works?</li> <li>• Study the timeline. Follow the link to learn more about ‘The Res’.</li> <li>• Key Inquiry Question- What townships (suburbs) did Walka Water Works service?</li> <li>• View the top section of Clark’s map which shows his signature. <b>Task:</b> Use highlighters to show towns, rivers, pipes and railways. Make sure to include a key. e.g. light blue= rivers      dark blue= ocean      yellow= railway       red= towns                green= pipes <b>Task:</b> List all of the townships (suburbs) that Walka Water Works serviced</li> <li>• View the current Hunter Water area of operations with the original Walka Water Works area of operations (approximate) over the top. Discuss the “key” to inform students what each part represents. <b>Task:</b> Discuss the new townships in the current area of operations. Find out where students live and add to the map, if desired.</li> </ul>	<p>Planning the Water Works- Worksheets</p> <p>“The Res” <a href="https://www.youtube.com/watch?v=jcvidHQ_fA8">https://www.youtube.com/watch?v=jcvidHQ_fA8</a></p> 	

- Students view statistics regarding population growth/annual water consumption. Discuss how the annual water consumption has grown as the population has. Notice that consumption in 2016 is lower than 1990. **Task:** What might have happened to make consumption lower in 2016 than in 1990?