



Teacher Notes for Hydropower PowerPoint (answers will vary depending on grade level)

Slide 1: Ask students, “What is happening in this picture?”

Possible student(s) response(s): Water flowing, energy being produced, the water is flowing fast.

Slide 2: Ask students, “Do you think plants, trees, wildlife (deer, fish, birds, etc.), and people had to move because of that large body of water that was created by the dam? If so, why?”

Student response(s): Yes, because the land is being flooded by water. The construction may have scared the wildlife away. The chemicals used in the construction of the dam could have killed or poisoned the animals, causing people to move away.

Slide 3: Ask students, “Do you think this could be the reason for which the water changes as it goes back into the river?”

Student response(s): Yes, it has to go through pipes and generators that use oil and gas to run them.

If this is a response, the teacher can ask: “Could this be how the water is becoming polluted?”

Possible student(s) response(s): Yes, all those chemicals being used get into the water.

Teacher: “How do you think this affects the people, plants, trees, wildlife, and animals that are around that water?”

Student response(s): The animals could die and the people will not have anything to eat.

Slide 4: Ask students, “What are your thoughts on the video?”

Student response(s): It shows how a dam works. It gives us a better idea of how electricity is created. It shows us the good and the bad that come from hydropower.

Teacher: “What are some pros (or good things) that come from building a dam for hydroelectricity? Give me some examples from the video.”

Student response(s): It can power many houses. It can also be a cheaper way to create electricity.

Teacher: “What are some cons (or negatives) that you learned from the video?”

Student response(s): The lands get flooded. The animals are killed. The fish lose oxygen in their water. The people are forced out of their land. They cannot use the land anymore.



Slide 5: Have them look at the picture before reading the slide aloud to them.

Teacher: “What do you see?” At this time, instruct a 30-second turn and talk with a partner to discuss their views.

Slide 6: Have students write one thing they found interesting or a question they have about the video on a sticky note.

This exercise is called “parking lot”. You place a piece of chart paper at the front of the class (this acts as “the parking lot”). Have them park their cars (sticky notes) in the parking lot.

Go over the sticky notes with the class and move on to the final activity.