

**Lesson Plan: Life in the 50's****Duration: 60 minutes****Course: Waystage****Unit 4: Meeting the In-Laws****Lesson 5: Life in the 50's****Objective:**

In this lesson, students will read interviews with people from the past to learn about life in previous decades. They will focus on using "used to" and "would" to describe past habits and activities.

**Materials:**

Magazine article with the interview of Bill Hargrove.

Magazine article with the interview of Nora Richardson.

Worksheets for Activities 1, 2, 3, 4, and 5.

Whiteboard and markers.

**Warm-up: (5 minutes)**

Start by discussing the idea of the past and how things have changed over the years. Ask students what they know about life in the 1950s.

**Activity 1: (5 minutes)**

1. Present the Blast from the Past magazine article with the interview of Bill Hargrove.
2. Instruct students to read the article and decide if the statements are true or false according to the article content.

**Activity 2: (5 minutes)**

1. Have students read the Bill Hargrove article again.
2. Provide a worksheet with incomplete sentences, and ask students to use the information from the article to complete the sentences.

**Activity 3: (10 minutes)**

1. Explain the use of "used to" and "would" for describing past habits.
2. Provide examples using both structures.
3. Present the sentences from the Bill Hargrove article, and ask students to match the first half of each sentence with the second half.

**Activity 4: (10 minutes)**

1. Present additional statements.
2. Ask students to match the first half of the sentence to the second half of the sentence.

**Activity 5: (10 minutes)**

1. Introduce Nora Richardson's interview.
2. Provide her response in a scrambled order.
3. Instruct students to put the sentences in the correct order based on the interview.



**Activity 6: (10 minutes)**

1. Encourage students to reflect on their own childhood and compare it to the stories of Bill Hargrove and Nora Richardson.
2. Ask students to write a paragraph about their childhood and how it differs from the lives of children today.
3. Remind them to use the structures and key vocabulary from the lesson in their response.

**Wrap-up: (5 minutes)**

Discuss the differences and similarities in the stories of Bill Hargrove, Nora Richardson, and the students' own experiences. Emphasize how language helps us talk about the past.

**Reminder:**

Remind students to practice on the Erudite online platform as part of their ongoing language development.

**Homework:**

Assign students to interview an older family member about their childhood and write a short summary of the conversation, using "used to" and "would" to describe past habits and activities.

**Assessment:**

Evaluate students based on their participation in class activities, their ability to complete sentences correctly, and their written homework assignment.

