

Europeana Learning Scenario

Title

Then and Now – describing past habits using *used to*

Author(s)

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Abstract

Teaching grammar from traditional grammar-based textbooks can pose a challenge as they often lack a meaningful context. In this learning scenario, students will have an opportunity to use suitable grammatical structures to discuss personal impressions based on authentic sources on Europeana. By looking at a selection of 19th century photographs, students will practice the meaning and form of correct past forms (*used to*) to talk about past habits and events. Through careful observation and whole-class discussion, they will discuss what life used to be like in 19th century London and contrast it to life in the 21st century.

Keywords

past habits, past tense, 19th century, essay writing

Table of summary

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Subject	English as a foreign language
Topic	Describing past events and habits using <i>used to</i>
Age of students	13 -18
Preparation time	1-2 hours
Teaching time	2 lessons (2 x 45 min)
Online teaching material	<ul style="list-style-type: none"> ● Padlet – at the end of the lesson students will share what they have learned in class through independent work on a Padlet ● Scanova (or similar) – QR code generator required in case tablets or mobile phones are used ● Office 365 – OneNote or Word for the writing task, or any other online writing tool.
Offline teaching material	Printed photographs / printed QR codes, image projected on the whiteboard, printed assessment rubrics for peer evaluation
Europeana resources used	<ul style="list-style-type: none"> ● First Year at School ● Joseph Lister, Baron Lister and family in Canada ● London Cabmen – Street life in London ● Covent Garden Flower Women – Street life in London



- [The Independent Shoe Black – Street life in London](#)
- [Canal Workers – Street life in London](#)
- [Covent Garden Labourers – Street life in London](#)
- [Freud Family Group](#)
- [The London Boardman](#)

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Integration into the curriculum

- **Level:** secondary education (middle & upper-school education)
- **Subject:** English as a foreign language
- **Curriculum:** The lesson is suitable for both [L2](#) and [L3](#) English language courses, depending on the specific yeargroup and level. It fully conforms with the L2 and L3 syllabus requirements of the [European schools](#), according to which students should be able to:
 - *acquire knowledge of a wide range of grammatical structures*
 - *present clear, simple descriptions on a wide range of subjects;*
 - *take part in conversations and exchange information about familiar and more general topics*
 - *write a coherent text on familiar topics which express individual points of view, experiences or personal impressions*

Aim of the lesson

By the end of the lesson, students will be able to:

- talk about past events and habits using suitable grammatical forms (*used to*)
- compare and contrast life in the past and the present
- use suitable vocabulary to express their opinions and share personal impressions
- write a coherent essay comparing life in the past and present

Trends

- **Edutainment:** playful learning, learning while having fun
- **Visual Search & Learning:** images and multimedia as powerful learning tools
- **Open Source Learning:** teachers copy, share, adapt, and reuse free educational materials
- **Learning materials:** shift from textbooks to web resources and open source books
- **Peer assessment**

21st century skills

To find out more: <http://www.p21.org/our-work/p21-framework> .

Critical thinking skills – through careful observation, students will have to interpret information and draw conclusions based on the best analysis

Collaborative Learning – students will work in groups with strong emphasis on teamwork and collaboration

Communication – students will discuss their observations in small groups and then present their findings to the rest of the class, justifying their interpretations.

Digital learning – students will have the opportunity to use a variety of digital learning tools

Activities

Name of activity	Procedure	Time
<p>Introduction</p>	<p>Lead-in (Q&A) - using the projector, the teacher shows the students a photo of a school from 1984 and elicits its description. Students make general assumptions about education in 1980s and discuss how schools were different compared to now.</p> <p>Grammar-based presentation - Teacher introduces the meaning and form of the <i>used to</i> structure for descriptions of past habits and events which are no longer true</p>	<p>15 min</p>
<p>Groupwork: Photo analysis</p>	<p>Photo scavenger hunt and analysis (25 min) – teacher assigns groups of 3-4 and explains that they will work together and observe photos to compare life in 19th century London to life now. Teacher explains that there are eight stations around the classroom with photos of different scenes from the 19th century. Each group has to observe the photos carefully and take notes using the correct form of used to (e.g. <i>In the 19th century, women <u>used to wear long dresses.</u> / Jobs <u>used to be</u> more physically demanding. / They <u>didn't use to drive cars, but carriages.</u> etc).</i></p> <p>To facilitate this process, teacher can set specific aspects students should analyse (e.g. family life, education, transportation, fashion, employment, etc.).</p> <p>NB: This activity can either be done with printed photos or with QR codes, depending on whether tablets/individual shared devices are available. The devices require a QR scanning app (many such free apps are available).</p>	<p>40 min</p>

	<p>Whole class feedback (15 min)- once all the groups have finished with their observations, each group should share their findings with the rest of the class. The teacher should ask follow-up questions to encourage discussion and exchange of ideas.</p>	
Writing task	<p>Using the observations shared during whole-class discussion, students have a choice of two writing tasks:</p> <ul style="list-style-type: none"> • Option 1 – write an essay comparing life in the 19th century to the present. Separate your essay into logical paragraphs focused on one central idea (e.g. family life, education, transportation, fashion, employment etc.). • Option 2 (extension) – imagine you are one of the people in the photos. Write a diary entry about your day. <p>These assignments can be completed either online or in their notebooks. Students should peer evaluate their work based on the assessment criteria in Annex 1.</p>	35 min.
Homework	Write a post with at least three examples of how life in the past was different to now. Use the correct form of <i>used to</i>	

Assessment

Students will demonstrate what they have learned through:

- group contributions during the whole-class discussion
- individual contributions to a Padlet activity (homework)
- peer evaluation of the essays

***** AFTER IMPLEMENTATION *****

Student feedback

Online evaluation form (Office 365) with a Likert scale and closed-ended questions to assess the interest and difficulty experienced during the activity.

Teacher’s remarks

If the teacher decides to use QR codes instead of printed images, students will require devices with a pre-installed QR scanning app. The QR codes are available in **Annex 2**.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex 1

	Excellent <i>5 Points</i>	Very good <i>4 Points</i>	Good <i>3 Points</i>	Satisfactory <i>2 Points</i>	Sufficient <i>1 Points</i>	Insufficient <i>0 Points</i>
Content	All content is relevant to the task and fully developed. The text is well-organised and coherent.	Most content is relevant to the task and mostly well-developed. The text follows a clear structure and is mostly coherent.	Most content is relevant to the task, but might lack sufficient examples and evidence. The text mostly follows a clear structure, but with a limited number of cohesive devices.	Most content is relevant to the task, but lacks detail. The structure is often confusing and cohesive devices limited.	Some content is relevant to the task, lacks important detail and sufficient evidence. The text is not coherent in parts with a limited use of linking devices.	The task has been misinterpreted and the content is insufficient. The text is poorly organised and lacks coherence.
Language	Excellent range of vocabulary and complex grammatical structures. Excellent spelling.	A very good range of vocabulary. Grammatical forms used with a very good degree of control. Very good spelling.	Good range of vocabulary and grammatical structures with occasional errors which do not impede the meaning. Minor spelling errors.	Satisfactory range of vocabulary and simple grammatical structures. Common errors which do not impede meaning. Frequent spelling errors.	Limited range of vocabulary and simple grammatical forms. Errors impede meaning at times. Frequent spelling errors.	Errors impede meaning, there is a lack of control and frequent slips with spelling.

Covent Garden Flower Women; Street Life in London

19th century; Thomson John, Flower women, Street life
in London.



Canal Workers;

Street Life in London

19th century; Thomson, John. Canal workers, Street Life in London.



Freud Family Group

Photograph, c.1876.



The Independent Shoe-Black;

Street Life in London

An independent shoe black.



Covent Garden Labourers; Street Life in London

19th century; Thomson John, Covent Garden Labourers, Street
Life in London.



The London Boardmen;

Street Life in London

19th century; Thomson John, The London Boardmen,
Street life in London.



London Cabmen;

Street Life in London

19th century; Thomson John, Cabmen, Street life in London.



Lister Family in Canada

Photograph by Wm. Notman & son, 1897.

