

SOWIT Video Series – “Rome was not Built in a Day”
(Video link: www.edb.gov.hk/sowit_Rome1)

Lesson Plan



Suggested Levels
Upper Primary/Junior Secondary
Summary of the Learning Task
Students watch the SOWIT video “Rome was not Built in a Day”, which is about a scholar who was determined to publish a new and reliable dictionary for use by all students in the town. They are then guided to understand the meaning of the saying “Rome was not built in a day”, learn about the related positive values and attitudes (e.g. be proactive, be positive, cherish what we have), and write a reflection on their personal experience about the saying ‘Rome was not built in a day’.
Learning Objectives
<u>Content</u> <ul style="list-style-type: none">• To understand the meaning of the saying “Rome was not built in a day.” through a story presented in the context of a video
<u>Language</u> <ul style="list-style-type: none">• To explore the story elements of the video (e.g. characters, setting, problem, solution)• To show determination using the sentence pattern “<i>I should ... because ...</i>”
<u>Values and Attitudes</u> <ul style="list-style-type: none">• To cultivate positive values and attitudes (e.g. be proactive, be positive, cherish what we have)
Sharing Learning Intentions
1. Introduce the objectives of the learning activities.

Pre-viewing

Part A: Making Predictions about the Story Elements

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the pictures below, which depict the character, scenes of the SOWIT video "Rome was not Built in a Day" and the saying, and guide them to make predictions.



3. Discuss with students their observations.
4. After playing the video, have students check whether their predictions are correct.

Viewing

Part B: Understanding the Story Elements

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements (i.e. characters, setting, problem, solution) before playing the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "Rome was not Built in a Day".
4. Discuss with students the story elements of the video.

Post-viewing

Part C: Characterisation

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to compare and analyse how the main character (i.e. the scholar) looks at the two stages of the story:
 - elicit from students some adjectives describing the main character's appearances;
 - have students discuss how the main character accomplished his complicated task in a very long period of time;
 - invite students to suggest some adjectives to describe the personality of the main character based on what he did throughout the period; and
 - discuss with students why the main character refused to get the task done quickly.
3. Play the video again whenever necessary.
4. Have students reflect if they would do the same as what the main character did in the same situation or a similar one.

Post-viewing

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part D*.
2. Revisit the meaning of the saying "Rome was not built in a day." with students (i.e. the more complicated a task is, the more patience and time we need to complete it).
3. Remind students that we cannot expect to see results in a short period of time.

4. Get students to share an incident in which they spent a long period of time working on a task/pursuit, learning something, etc. and a satisfactory result was finally achieved.

**SOWIT Video Series – “Rome was not Built in a Day”
Activity Sheets**

(Pre-viewing)

Part A: Making Predictions about the Story Elements

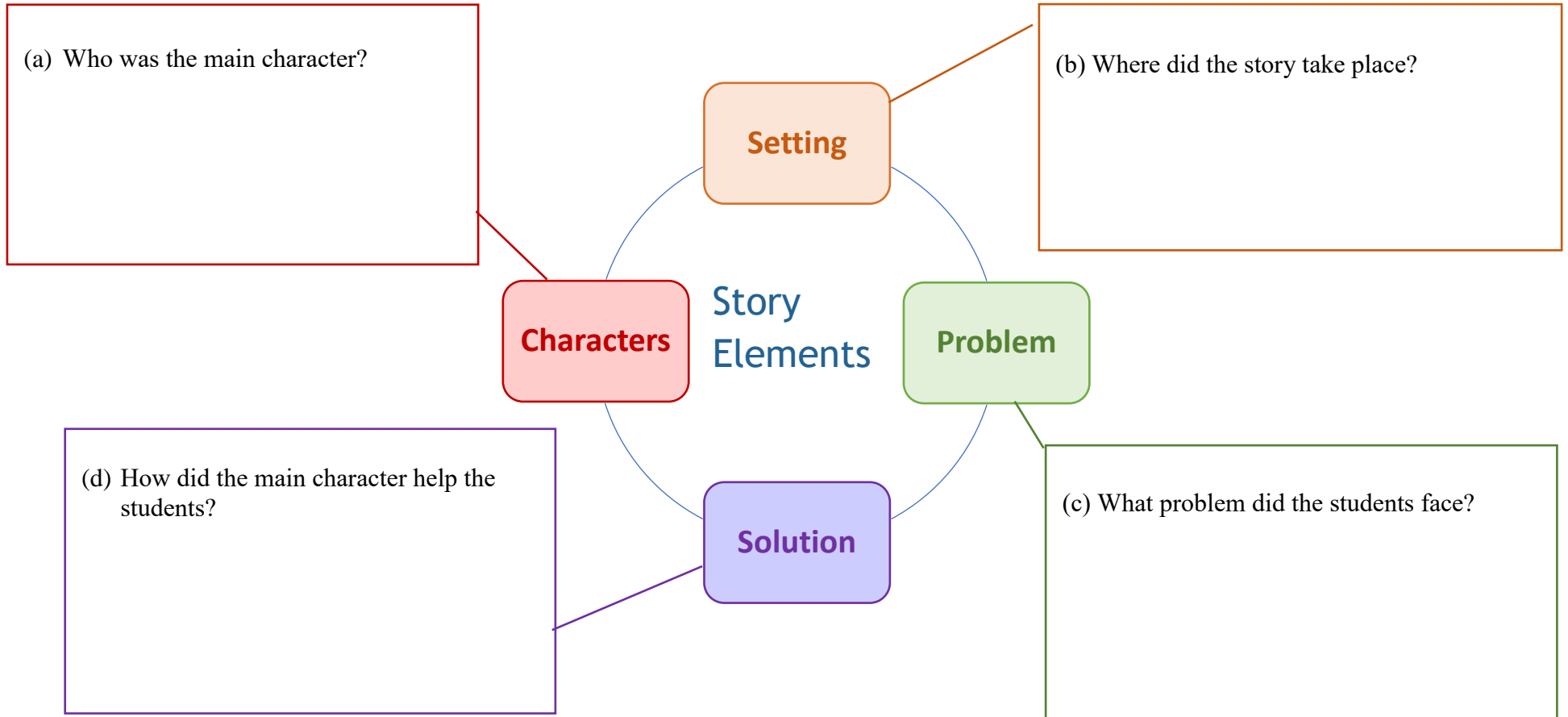
1. What do you think the video is about? What do you think the saying “Rome was not built in a day.” means? Write your thoughts in the table below.

	Prediction	Confirmation (Was your prediction correct?)
<p>The character</p> 	(a) Who was he?	
<p>The scenes</p>   	(b) What was the story about?	
<p>The saying</p> 	(c) What does this saying mean?	

(Viewing)

Part B: Understanding the Story Elements

1. Watch the video and complete the story elements below:



(Post-viewing)


Part C: Characterisation

1. Analyse the main character's appearances at two different stages of the story by completing the chart below:

(a) How did the main character look before he started working on the new dictionary?

(b) What did he do to achieve his goal of publishing the new dictionary?

(c) How did he look after he had completed the publication of the new dictionary?




He looked (i) _____.

He hair was (ii) _____.

(i)

(ii)



He looked (i) _____ with

(ii) _____ on his face.

His hair was (iii) _____

1. How did the appearances of the main character tell you about his personality? Why?

Part D: Understanding the Saying of Wisdom

1. What is the message conveyed by the story?

2. What is the meaning of the saying “Rome was not built in a day”?

3. In the story, Mr Scholar’s determination and perseverance helped him achieve his goal. In about 150 words, share an experience about a task/pursuit which you spent much time and effort on to accomplish. You may include the following details in your work and use the sentence pattern “*I should ... because ...*”:



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Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Story Elements

- 1(a) He was a teacher/scholar. (Accept any reasonable answers.)
- 1(b) The story was about a teacher/scholar who worked hard to publish a new dictionary for students because they could not find meanings of new words from their outdated dictionaries. (Accept any reasonable answers.)
- 1(c) To complete a complicated task, we cannot expect to see results in a short period of time. (Accept any reasonable answers.)

Part B: Understanding the Story Elements

- 1(a) A scholar/Mr Scholar.
- 1(b) In a small town.
- 1(c) The students could not find new words and their meanings from their outdated dictionaries. (Accept any reasonable answers.)
- 1(d) Mr Scholar decided to write a brand new dictionary for all students in the town. (Accept any reasonable answers.)

Part C: Characterisation

- 1(a)
 - (i) young
 - (ii) brown
 - 1(b)
 - (i) He travelled to different places, listened and wrote down every new word he learned. (Accept any reasonable answers.)
 - (ii) He checked his notes against some old books patiently at night, and made sure every single word was correct. (Accept any reasonable answers.)
 - 1(c)
 - (i) old
 - (ii) wrinkles
 - (iii) grey
2. Before Mr Scholar began his work, he was young. He became old when the dictionary was completed. It could reflect that Mr Scholar was a hardworking and determined person because he devoted a lot of his time to the task, which took years and maybe decades. He did not give up but persisted until he accomplished the task. (Accept any reasonable answers.)

Part D: Understanding the Saying of Wisdom

1. A complicated task will take a long time to complete and should not be rushed.
2. The more complicated a task is, especially one requiring attention to details and quality, the more patience and time we need to complete it. We cannot expect to see results in a short period of time.
3. Accept any reasonable answers.