unit 2 National Monument of Indonesia

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS   * To describe the physical appearance of and historical background to Borobudur * To explain what the role of UNESCO is and what world heritage sites are * To explain why UNESCO made Borobudur a world heritage site * To construct evidence based arguments both for and against conservation of historical sites | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * Discuss the concepts of ‘national heritage’, ‘world heritage’ and ‘conservation’ in the context of Indonesia and Borobudur. * Some students will extend this by looking critically at the concept of conservation and asking what makes artefacts worthy of conservation and who makes the decisions to conserve | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Borobudur is one of the iconic landmarks of Indonesia and has world heritage status * Choosing which monuments and landmarks are worthy of conservation is a subjective rather than an objective process which changes over time. * Borobudur as a Buddhist temple reflects the very deep roots of minority religions and different ethnic groups in Indonesia | ESSENTIAL QUESTIONS   * What is national heritage? * Who decides what to preserve and what to not? * Why is ‘world heritage’ status seen as important? * In what ways does the idea of conservation change over time? * What role do international bodies such as UNESCO play in conservation? * Borobudur is a particularly important part of Indonesian heritage. Why? * Are there any economic and cultural benefits to preserving national heritage? |
| ***Acquisition*** | |
| *Students will know…*   * *What are the definitions of ‘heritage’, ‘national heritage’, ‘heritage site’ and ‘world heritage’?* * *When was Borobudur created?* * *Which religion is it a temple of?* * *Who built Borobudur?* * *How is Borobudur designed?* * *Why is Raffles credited with (re)discovering Borobudur?* * *Why were Raffles and the British in Indonesia?* * *What is UNESCO?* * *What are world heritage sites?* * *Why and when was Borobudur made a world heritage site?* * *How much damage to Borobudur was done by a recent earthquake?* * *What is being done to repair Borobudur?* | *Students will be skilled at…*   * defining and explaining the role of national heritage sites using Borobudur as an example * analysing reading passages to extract core concepts * weighing up potential costs and benefits before making a reasoned decision * making an evidence based argument as to the importance of conserving Borobudur in particular and other aspects of Indonesia’s heritage in general. |
| **Stage 2 - Evidence** | | |
| ***Evaluative Criteria*** | ***Assessment Evidence*** | |
| Transfer and understanding goals | PERFORMANCE TASK(S):   * Students can correctly define the following key concepts: heritage; Non-governmental agency; UNESCO; world heritage site; conservation; preservation; costs and benefits * Students can write a short memorandum to a government minister or media outlet, outlining key arguments why national heritage should be preserved using Borobudur as an example. * Students using iMovie or another relevant app could make a documentary film/information video for tourists about Borobudur discussing its world heritage status and making arguments as to why it should be preserved for future generations. This could be written if technology is not available. | |
|  | OTHER EVIDENCE:   * Some students may go further, research and identify another possible heritage site in Indonesia and make an argument for it to be given world heritage status. The Majapahit capital of Trowulan is currently going through the application process and might be interesting to look at. * A specific relevant Jakarta example is Kota and old Batavia which the current governor wants to rebuild. Students can examine the arguments made for and against conservation and weigh up the costs and potential benefits. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   * **Map****starter:** Show students a map of Indonesia. They have to pinpoint the location of Borobudur on it. * **PreTest:** Once established that the next lessons will be about Indonesian national heritage, give students a short test to see what they know about Borobudur and Indonesian national heritage already. This test should include a mix of factual questions with conceptual ones. * **Mastering the material:** Students will need age appropriate readings on each of the following i) Creation of Borobudur ii) Raffles and the ‘rediscovery’ of Borobudur iii) Unesco and world heritage status for Borobudur iv) Recent earthquake damage and renovation of Borobudur. v) Optional extension: Proposals to renovate Kota. Readings should be done as a class group as well as in individually. As well as comprehension questions, students will master the material if a range of retrieval practice activities are used such as exit tickets, quizzes, and lesson starters which cover the material from previous lessons. * **Constructing arguments:** Directly instruct making evidence based arguments using the Borobudur example. After controlled practice, randomly allocate students a country (or area of the world) to investigate national symbols for. The task should involve two stages: i. focused research on national symbols ii. Making comparisons and contrasts in general iii. Making comparisons and contrasts between the national symbols. Students will need a modelled example and guidance on making comparisons and contrasts. After guided practice in making comparisons and contrasts, students can make another comparison and contrast between Indonesia and a country of their choosing. * **Creative Task:** Students have to construct a promotional campaign for Borobudur selling it to tourists as a world heritage site they should visit. Some students may go further with this and go beyond the Borobudur example to argue for funding for the heritage project of their choice. This could include a campaign video as appropriate and if technology permits. * **Out of class learning:** Students may have the opportunity to visit Borobudur or Kota/Old Batavia if this unit is widened to look at heritage in general. Again, this should focus on the skill of making an evidence based argument such as arguments for rebuilding Kota/Old Batavia, but could easily be expanded to include renovation plans, economic benefits, infrastructure developments that will be needed, and so on. | | |

**The National Heritage of Indonesia: Borobudur**