Grade 6/Year 7 The National Symbols of Indonesia

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS (From Programme of Study) * To identify the national symbols of Indonesia
* To explain what each symbol represents
* To link Indonesia’s national symbols with Indonesia’s geographic and cultural situation
* To define Pancasila
* To explain the role of Pancasila in Indonesian society
 | ***Transfer*** |
| *Students will be able to independently use their learning to…* * Give a reasoned opinion on the role and importance of national symbols to Indonesia.
* Some students will extend this to making comparisons and contrasts between Indonesian national symbols and those of other countries
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| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…** National symbols reflect how a nation wishes to see itself as much as the reality.
* Nations use symbols to build a sense of belonging and unity.
 | ESSENTIAL QUESTIONS * Why do countries have national symbols?
* What is a nation? What makes a nation?
* Why might symbols be more important to a country with more diversity?
* What are the national symbols of Indonesia?
* How do Indonesia’s national symbols reflect Indonesia’s geography and culture?
* Why were those symbols chosen?
* Are there any major similarities and differences between Indonesia’s national symbols and those of other countries?
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| ***Acquisition*** |
| *Students will know…* * *Pancasila is the set of Indonesia’s founding national principles*
* *The Garuda is the emblem of Indonesia and has its roots in the Hindu faith.*
* *The Indonesian flag (red and white) has roots in the symbolism of the Majapahit empire. The last great Hindu empire of Indonesia.*
* *The Indonesian national motto (covered last unit)*
* *The first principle of Pancasila is belief in God.*
* *What are the other principles of Pancasila?*
* *Which images represent which principle?*
* *Which animals have been chosen to represent Indonesia?*
* *Which plants have been chosen to represent Indonesia?*
 | *Students will be skilled at…* * explaining the role of national symbols using specific Indonesian examples
* analysing reading passages to extract core concepts
* inferring based on evidence and specific examples
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| **Stage 2 - Evidence** |
| ***Evaluative Criteria*** | ***Assessment Evidence*** |
| Transfer and understanding goals | PERFORMANCE TASK(S): * Students can correctly identify Indonesian national symbols repeatedly (without using notes) under test conditions
* Students can give a short oral presentation explaining the background, relevance and importance of one (or more) of Indonesia’s national symbols either individually or in groups
* Students (when given an example of another nation’s symbols) are able to draw meaningful comparisons and contrasts with Indonesia’s national symbols in a short piece of analytical writing.
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|  | OTHER EVIDENCE:* Some students may go further and identify any potential grey area in Pancasila open to different interpretations
* Some students may go further and reflect on the role of national symbols in nation building in their writing

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| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction (around 4-6 lessons)** **Puzzle starter:** Show students a slideshow of national symbols without telling them what they are seeing. They have to guess what all the images have in common (the odder the better) include some Indonesian ones in the mix. This can be made harder by showing a little part of the image and then gradually revealing more. Can be made into a competitive game with groups.
* **PreTest:** Once established that the next lessons will be about Indonesian national symbols, give students a short test to see which of the symbols they know already.
* **Mastering the material:** Introduce students to the main national symbols of Indonesia, after labelling them correctly, analyse each symbol for details and meaning; Give short quizzes at start of each lessons recapping the material. Students are expected to read and know the details of Pancasila by the end of this unit but not in any great detail as this unit’s primary focus is national symbols.
* **Focused Research Task:** Directly instruct Google search basics, after 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 select, research, design, and make a strong argument for an alternative national (or regional) symbol for Indonesia. Teacher will have to teach what makes an effective argument and do a guided model before letting students try this task. Rubric/success criteria should include content; research skills; and argument.
* **PostTest:** Students should a post test similar enough to the pretest (without being an exact repeat) to measure improvement.
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