Indonesian Studies: The Island Study

|  |
| --- |
| **Stage 1 Desired Results** |
| ESTABLISHED GOALS * To apply the concept of “unity in diversity” by studying Indonesia’s islands
* To examine the culture, geography and population of Indonesia’s islands in general and one of the islands in depth
* To weigh up similarities and differences between some of the islands and Java
* To assesses the impact of development in one island

**Core national curriculum competancies**2.3 Demonstrate tolerant attitude towards diverse ethnics, religions, races, cultures, genders in the frame of *Bhineka Tunggal Ika* (Unity in Diversity)  | ***Transfer*** |
| *Students will be able to independently use their learning to…* * Discuss the concepts of ‘unity in diversity’, and ‘development’ in the context of Indonesia.
* Apply the concepts of ‘similarity’ and ‘difference’ when comparing two places
* Define ‘development’ and give some examples of positive and negative impacts
* Some students will explore the concept of ‘Development’ further by making conceptual level generalisations about its impacts arising from the work in class.
 |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…** Indonesia’s islands are exceptionally diverse geographically, ethnically and culturally
* Java has the largest population and the most political power
* Indonesia’s political system aims to devolve some powers from the central government to the regions
* Development is a problematic concept and has both positive and negative aspects.
 | ESSENTIAL QUESTIONS * Why was ‘Unity in Diversity’ chosen as Indonesia’s national motto?
* Is ‘Unity in Diversity’ a contradiction?
* How are the major islands governed?
* What similarities are there between Indonesia’s major islands?
* What are the differences between Indonesia’s islands?
* What is ‘development’?
* What are the positive and negative impacts of development for Indonesia’s islands?
 |
| ***Acquisition*** |
| *Students will know…* * *What are the major islands of Indonesia?*
* *Where are the major islands of Indonesia?*
* *How are the islands governed?*

*Specific for the island study:** *What are the major ethnic groups on the island?*
* *What is the population of the island?*
* *Which languages are spoken?*
* *What is the climate like?*
* *What are the major industries?*
* *What are the major flora and fauna of the island?*
* *Give examples of 2-3 examples of development*
 | *Students will be skilled at…* * identifying and labelling Indonesia’s major islands on a map
* defining the key terms of the unit such as ‘diversity’ and ‘development’ through giving examples.
* examining arguments for and against before coming to a reasoned conclusion
 |
| **Stage 2 - Evidence** |
| ***Evaluative Criteria*** | ***Assessment Evidence*** |
| Transfer and understanding goals | PERFORMANCE TASK(S): * Students can correctly label the major islands of Indonesia on a map. Students can identify the major islands by shape.
* Students can answer factual questions about Indonesia’s islands
* Students can explain how the islands are governed through correctly answering a multiple choice quiz with applied reasoning/inference questions aimed at around Level 3 of Blooms.
* Students can identify examples of similarity and difference between the islands. This is best assessed in a short piece of comparative writing.
* Students should create a website to present their island study using Weebly, Google sites or some other suitable website creator. The website rubric should reflect both the knowledge and skills columns from above.
 |
|  | OTHER EVIDENCE:* Some students may go further, research and create their island study based around a specific comparison and contrast between two islands. These could be two Indonesian islands but may also be between their chosen Indonesian island and a one from the Archipelago but governed by another country.
* Some students may go even further and examine the strengths and weaknesses of the system of governance of Indonesia’s islands. They could explore to what extent the system of government of Indonesia’s islands lives up to the national motto of ‘Unity in Diversity’.
 |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction** **Map****starter:** Give students in groups blown up blank outline maps of Indonesia. As a competition student groups have to label the major islands correctly as fast as possible. This activity can be easily differentiated by adding letter clues for each islands or by requiring those with a great deal of background knowledge to add major Indonesia cities as well.
* **PreTest:** Students should complete a multiple choice or short answer pre test on the key words, concepts and core facts of the unit. It is suggested that this is done on Socrative/Google Forms or similar approach which easily allows teachers to gather data for effective differentiation of instruction later.
* **Mastering the material 1: Java Guided Study**
* **Mastering the material 2: Other Island Independent Study:** 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.
* **Creative Task:** Students have to construct a website using Weebly or some other suitable website creator which covers the following elements as they show their Island Study research.
* **Out of class learning:** Students may have the opportunity to visit one of Indonesia’s islands (apart from the one they are on!) as part of this project. However, this does not need to be done as a school trip
 |

Suggested grade levels: Year 7/8 Grade 6/7 The Island Study