

Teacher's Guide for FACES: Indonesia

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Teacher Guide prepared by Lisa Greenberg. Lisa taught in international schools in Japan, Singapore, and Saudi Arabia. Her coffee table books SAUDI ARABIA (2007) and RUB AL KHALI (2008), photographs by Mohammed Babelli and text by Lisa, are enjoying success in the Middle East. With their four adult children now on their own, Lisa and her husband Jim are pursuing their interest in microfinance around the world.

GETTING READY:

Pair students and ask them to examine the pictures in the magazine for five minutes. Then spend another five to ten minutes brainstorming questions they have about Indonesia.

If they have trouble thinking of questions, write a list of topics such as: Food, Dress, Work, Festivals, Monuments and ask what information they found about each topic in the pictures.

MAP WORK:

Have students trace or draw a map of Indonesia or distribute black-line maps of the country. Discuss what influences the island geography might have on the country. Save these maps to work on as students read the articles.

READING FOR INFORMATION

Indonesia: Seeking Unity in Diversity, pp. 8-11.

Have students in small groups list the ways in which Indonesia is diverse.

Then, referring to the maps and the articles and their lists, discuss:

Why would Indonesia take as its motto *Bhinneka tunggal ika* or "unity in diversity"?

How does Indonesia's archipelago geography influence its diversity?

What are the five principles of *pancasila*, Indonesia's official philosophy?

Why are these important in an ethnically and geographically diverse nation?

How has Indonesia dealt with its regions that want to separate from the country and be politically independent?

What do you think is the most important issue facing Indonesia today?

The original motto of the United States was "E Pluribus Unum" or "out of many one". What are the similarities and differences between the US motto and the Indonesian motto?

How have their mottos guided the different countries?

MAP WORK: Have students label the major islands and cities of Indonesia.

Terrible Tambora, pp. 12-13

What is the Ring of Fire?

What were the effects on the world of Tambora's massive explosion in 1815?

What were the effects on Indonesia?

What other civilizations have been preserved for archeology by volcanic eruption?

MAP WORK: Locate the site of Tambora on the map.

SOCIAL ISSUES AND VALUE DISCUSSION

From Jakarta to Jamaica, pp. 14-15; Fisher Boys, pp. 27-29.

Compare the life of Eka Nova Wulan or an Indonesian fisher boy to your life.

What kind of work do you do every day?

What kind of work do you want to do when you grow up?
What will you need to be successful in the work you choose?
How can Eka Nova or an Indonesian fisher boy get the skills they need for a successful life?
Do you know students in your school who work for a salary or payment?
What do they do?
Do you think children's or student's work for pay should be controlled?
By whom?
When a family doesn't have money for food or school, do you think children should be expected to help out by working? Why or why not?

Alternatively, you may wish students to use the questions listed above to write a compare and contrast essay following your curriculum guidelines.

COMPARING CULTURES

Celebrate Indonesia, pp. 16-19; The Wonderful World of Wayang, p. 24-25.

After reading these articles, discuss with students:

How does your family celebrate the New Year?
How is it different from the Indonesian celebration?
How does your family celebrate new accomplishments?
Is there a celebration for a child becoming a toddler?
Does your family have a ceremony in which you choose or anticipate your future?
In what ways do we celebrate our ancestors?
What would you enjoy about attending a Wayang performance?
How is it different from watching TV or a movie?

CREATIVE PROJECTS:

Have students research the Ramayana and Mahabharata on which the Wayang are often based. Then have them choose one of the following projects:

Create a mask for one of the characters.
Write a short skit based on one of the incidents.
Illustrate a village performance of a shadow theatre.
Re-enact the folktale "How Stars Became Fire" for the class.

COMPARING LIFESTYLES

Dear Tommy, pp. 20-23; Growing Up in Indonesia, pp. 30-33; I Love Living in Indonesia, pp. 34-35.

1. Choose one of the children in these articles and either illustrate or describe in writing a day in his or her life.
2. List the top five things that you like about living in your local community.
3. Write a short paragraph about whether you would prefer to live in Verina's town, Karunia's Jakarta, or Abigail's Medan.
4. Take a classroom or school poll about why kids like living in your community. Graph the results.

HISTORY AND RELIGION

Splendor Restored, The Monuments of Central Java, pp. 36-39.

Read the article and then choose one of the following projects:

Draw a cartoon or timeline showing the introduction of different religions into Indonesia over the last 2000 years.
Research sculptures of Gautama Buddha from Indonesia and draw or make a sculpture from clay of an Indonesian depiction of Buddha.
Draw a diagram of how Borobodur symbolizes the map of the Buddhist universe.
Write a short paragraph showing how Borobodur and Prambana celebrate different aspects of

human life.

MAP WORK: Mark the sites of the temple complexes on the map.

WRAP UP:

Invite student and their families to make an Indonesian dish, such as nasi goreng (www.indochef.com), gado gado, or the clove cupcakes on p.41 to share. Get some Indonesian music and let students enjoy their snacks while listening to the music play.