

Countries Around the World™

Indonesia

Program Summary

Meet 12-year-old Jagad. He and his family live in Jakarta, the capital of Indonesia. Join Jagad as he and his brother, Doby, tour Jakarta, starting with a trip to the top of the Monas monument, which stands as a symbol of Indonesia's independence. Experience some of Indonesia's religious traditions when Jagad and Doby attend a prayer service at the famed Istiqlal Mosque, one of the largest mosques in Southeast Asia. Next, Jagad shops in a market and browses among some products commonly associated with Indonesia: tofu, coffee, rice and puppets. Then, Jagad introduces us to aspects of Indonesia's history when he and Doby pay a visit to the Old Batavia section of Jakarta. Finally, Jagad and his friend, Rifath, visit Taman Mini Indonesia Indah, a theme park that features pavilions dedicated to Indonesian culture and miniatures of some of Indonesia's famous buildings, before spending some time with a Papuan craftsman.

Country Information

- **location:** Southeast Asia, an archipelago between the Indian Ocean and the Pacific Ocean; bordered by Timor-Leste, Malaysia and Papua New Guinea
- **capital:** Jakarta
- **official language:** Bahasa Indonesia
- **type of government:** republic
- **total area:** approximately 1,919,440 sq km
- **climate:** tropical; hot and humid; more moderate in the highlands
- **terrain:** mostly coastal lowlands; the larger islands have interior mountains
- **natural resources:** includes petroleum, tin, natural gas, nickel, timber, bauxite, copper, fertile soils, coal, gold and silver
- **industries:** includes petroleum and natural gas, textiles, apparel, footwear, mining, cement, chemical fertilizers, plywood, rubber, food and tourism
- **agricultural products:** includes rice, cassava (tapioca), peanuts, rubber, cocoa, coffee, palm oil, copra, poultry, beef, pork and eggs

Vocabulary

obelisk — A tall, four-sided shaft of stone that is usually tapered and monolithic, and rises to a pointed, pyramidal top.

mosque — A Muslim place of worship.

sarong — A garment that consists of a length of printed cloth that is wrapped around the waist and worn by men and women in Malaysia, Indonesia, and the Pacific islands.

tofu — Soybean curd.

moped — A lightweight, motorized bicycle that can be pedaled as well as powered by a low-powered gasoline engine.

mocha java — A type of coffee that consists of a blend of Indonesian and Arabic beans.

Java — The fourth largest and most populous island of Indonesia.

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batik — A method of dyeing a fabric in which the parts of the fabric not intended to be dyed are covered with removable wax. Also refers to any fabric dyed with this method.

ojek sepeda — A bicycle-taxi that serves as a form of public transportation in Indonesia.

rupiah — The currency of Indonesia.

warung — A small, usually outdoor, restaurant found in Indonesia.

musang — Also "civet cat" or "palm civet." A carnivorous mammal, found primarily on Java, that has a coarse-haired, spotted coat, rounded ears and a narrow muzzle.

Papuan — Referring to the indigenous peoples of Papua New Guinea, New Guinea and the neighboring islands.

aboriginal — Referring to a person or a group of people who are the original inhabitants of a country or region.

Pre-viewing Discussion

- Lead a discussion about how climate affects where and how people live. Begin by having students talk about how the weather in their area affects their lives. Expand the conversation with questions, such as: How would you have to adapt your lifestyle if you lived in a place that was really hot or really cold? What about a place that received large amounts of precipitation? How do people who live in such extreme conditions adapt to the climate? Would you like to live in a place like that? As they prepare to watch the program, instruct students to watch for references to how climate affects people living in Indonesia.
- Locate Indonesia on a map. Using the map and other geographical information, have students make inferences about the country's landscape, climate and people. After viewing the program, return to the list and determine how many of their predictions were accurate. Which inferences were confirmed? Which inferences weren't? If an inference is incorrect, does that make it any less valid than one that turns out to be true? Why did you make the predictions you did? Did anything in the program surprise you?
- Lead a discussion about what constitutes a "place of interest." What makes a particular place worth seeing? What are some places that you would consider to be fun to visit? As a class, have students compile a list of criteria for designating something a "place of interest." As students watch this program, invite them to consider how the tour of Indonesia meets the list of student-created criteria.

Follow-up Activities

• Indonesia is world-famous for its coffee — in fact, the word "Java" is more than just another way to refer to coffee; it's actually one of Indonesia's main islands! Students can learn more about coffee by visiting www.coffeeresearch.org/coffee/history.htm. Students may also enjoy reading Adrianna Morganelli's *The Biography of Coffee* (Crabtree, 2006). Then, students can make fact posters about coffee. The posters can include information about the history of coffee, flow charts that show how the beans are processed, maps of the world's coffee-producing countries, etc. Students can take turns presenting their posters to the class. For a fun craft activity, learn how to make moldable dough from coffee grounds by visiting www.easyfunschool.com/article1020.html.

• From the beautiful bird of paradise to the fierce Komodo dragon, Indonesia boasts a wide variety of animal life. Invite students to learn about the different types of wildlife found in Indonesia. Students can choose a particular animal and, using the information they gather, create informational booklets. For an interactive tool for making a booklet, visit www.readwrite-think.org/materials/animal-inquiry/. Students can take turns sharing their booklets with the class. As an extension, students can collect pictures of their animals and create a classroom collage dedicated to the wildlife of Indonesia.

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- Rice is a staple of the Indonesian diet. Conduct an investigation with students into the nutritional value of rice as well as the dishes rice is served with in Indonesia. Students will discover that fruit and seafood are also big parts of the Indonesian diet. Discuss how these foods correspond to the geography and climate of the country. Younger students may enjoy reading Norah Dooley's *Everybody Cooks Rice* (Lerner, 1992) and discovering that rice is an ingredient in the traditional dishes of many cultures. As an extension, hold a cultural potluck in which rice is the key ingredient. The dishes students bring in can be a part of their cultural heritage or simply a favorite household dish.
- As an archipelago that consists of several islands in the Pacific and Indian Oceans, Indonesia is no stranger to the destructive force of volcanic eruptions, earthquakes and tsunami. Engage students in a study of earthquakes, volcanoes and tsunami by having them build classroom displays devoted to these violent, geological phenomena. Divide the class into three groups and assign each group a topic. Displays can feature fact sheets, models, time lines, experiments, safety tips and pictures or illustrations. Each group can plan and give a presentation based on its findings. For information about earthquakes, visit earthquake.usgs.gov/learning/kids.php, for information about volcanoes, visit volcano.und.edu/ and for information about tsunami, visit ioc3.unesco.org/itic/categories.php?category_no=4.
- Share Joan Suyenaga's *Indonesian Children's Favorite Stories* (Tuttle Publishing, 2005) with the class. Then, have students recreate one of these tales in the classroom by employing the Indonesian craft of *wayang kulit*, or shadow puppetry. Direct students to discover-indo.tierranet.com/wayang.htm for information about *wayang kulit*. Begin by having students work together to create the set and backdrop for a shadow puppet performance. Then, divide the class into small groups and task each group with designing additions to the set and puppets that focus on the aspects of the folktale's characters, plot and setting. After the performances, students can discuss the rewards and challenges of performing with shadow puppets.
- Encourage students to write and illustrate an informational class book about Indonesia. They can include facts about Indonesia's geography, history, culture, wildlife and people. Divide the class into groups and assign each group a topic. Each group can produce a few pages that include pictures or illustrations, time lines, maps and other relevant information.
- Using pieces of cloth or old sheets from home and fabric paints, have students design and create their own sarongs. Advise students to sketch their designs before coloring them. Students can share their sarong designs with the class.
- In the program, Jagad visits Taman Mini Indonesia Indah, a theme park that features miniature reproductions of many of Indonesia's most famous structures. Invite students to create diminutive versions of their communities by building replicas of well-known buildings. Begin by having students brainstorm a list of major buildings in the community and assign each student a structure. Students can use shoeboxes, cereal boxes, and other craft materials to make their buildings. Students can also create placards with information about their buildings. As a culmination, arrange the buildings in the classroom according to scale to make a giant, three-dimensional floor map.
- Students can listen to sound files of phrases in Bahasa Indonesia, Indonesia's official language, by visiting www.expats.or.id/info/bahasa.html. Students can choose their favorite phrases, draw pictures that illustrate them, and include captions that have the original Bahasa Indonesian phrase and its English translation. Then, direct students to www.werple.net.au/~wreid/bali_eng.html for a list of English words and their translations into Bahasa Indonesia. Students can pick five words from the list and create flash cards. Students can take turns teaching their classmates their chosen words. Post the students' flash cards on a word wall dedicated to Bahasa Indonesia.
- Indonesia is home to several temples that reflect the history and culture of the Indonesian people, and the island of Java contains two such treasures: the Borobudur Temple and the Prambanan Temple. Students can visit these temples, without ever leaving the classroom, by visiting www.world-heritage-tour.org/asia/id/borobudur/base.html and www.world-heritage-tour.org/asia/id/prambanan/candiSi_dwn.html for 3-D, virtual tours of these ancient sites. Students can pick their favorite structures and sketch them. Then, have students find facts about these temples and write a series of journal entries that create a narrative about actually visiting them (e.g., "Today I visited the Prambanan Temple, which was built in the 10th century in honor of the Hindu deity Shiva.").

Suggested Internet Resources

- www.katw.org/pages/sitepage.cfm?id=43&pname=Home&purl=index.cfm
This site introduces students to the lives, customs, and cultures of children in Indonesia. Includes lesson plans.
- www.woodlands-junior.kent.sch.uk/Homework/religion/Islam.htm
The students of Woodlands Junior School in England present basic information about Islam.
- www.einaudi.cornell.edu/SoutheastAsia/outreach/resources/ProjectIndonesia/INDOFRM.HTM
The Southeast Asia program at Cornell University presents this website for teachers, which includes a classroom unit on Indonesian culture and history.
- www.aiccusa.org/education/introindonesia.htm
This site, from the American Indonesian Chamber of Commerce, contains eight teaching ideas on Indonesian geography, history and culture.
- www.cia.gov
The CIA World Factbook web site presents detailed and up-to-date information on Indonesia and many other countries. Topics include geography, people, government, economy, transportation and communication. On the main page of the CIA site, click on the "World Factbook" link.

Suggested Print Resources

- Cooper, Robert and Gouri Mirpuri. *Indonesia*. Marshall Cavendish, Tarrytown, NY; 2001.
- Orr, Tamra. *Indonesia*. Children's Press, Danbury, CT; 2005.
- Wade, Mary Dodson. *Indonesia: A Question and Answer Book*. Capstone Press, Mankato, MN; 2006.

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