



# Introduction to Southeast Asia - Indonesia

## **Ohio Standards Connection**

**CONTENT AREA STANDARD:** People in Societies (Grade 6)

**Benchmark:** A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

**Indicator:** Cultures 1. Compare the cultural practices and products of the societies studied including:

- a. Class structure
- b. Gender roles
- c. Beliefs
- d. Customs and traditions

**Lesson Summary:** This lesson focuses on the Southeast Asian country of Indonesia. Indonesia is home to over 234-million people, making it the fourth most populous nation in the world. The United States lies just ahead in third with 303-million people. This large population, spread out over 17,508 islands, has created a diverse and unique Indonesian culture. Yet, just as their national motto declares, Indonesia and its people have found “unity in diversity.” This lesson plan focuses on the batik tradition that is common throughout Indonesia. Students will learn how batik is produced, the plants and dyes used, and how batik has evolved. While this particular lesson contains only a short introduction to Indonesia, teachers are encouraged to build on resources provided in this lesson to expand the lesson plan for other subjects.

**Commentary:** This lesson plan was constructed as a brief introduction to Indonesia for teachers planning a visit from Ohio Valley International Council Cultural Consultants. Many times consultants are invited into the classroom with students entirely unaware of any aspect of their particular country. While this is understandable, prior learning on the part of the students about the consultant’s country will increase retained knowledge and understanding for students. Teachers are encouraged to introduce countries to students prior to the visit for an integrated and holistic approach to learning.

**Estimated Duration:** minimum 50 minutes - expandable



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## **Pre-Assessment:**

- Students will be able to locate Southeast Asia on a world map.
- Students will be able to name several of the countries within Southeast Asia.
- Students will be able to locate Indonesia within the larger context of Southeast Asia.

**Scoring Guidelines:** Students are assessed on their willingness to participate in map activities. They should be able to complete to above listed activities with the help of their teacher and then on their own.

## **Post-Assessment:**

- Students will understand some of the traditions of Indonesia through the reproduction of the basic batik motifs.
- Students will also gain an understanding of the flora and fauna of Indonesia through the teaching of traditional batik dye making.

**Scoring Guidelines:** Students should be able to view images of sample batik patterns and create a batik pattern of their own to color. They should also be aware of the traditional colors used in Indonesian batik and how these colors are created from local naturally occurring substances.

## **Instructional Procedures:**

1. The teacher should inform students that a visitor from another country will join the class that week. He/she should also explain the visitor's purpose in coming so that students may understand the importance of interaction with the world in its entirety.
2. A world map should be provided for students. Students will look at the map to try to identify Asia. The teacher will then help students identify the area of Southeast Asia. Students will identify some of the countries within this geographical area. Finally, the teacher will inform the students that today's lesson will focus on Indonesia.
3. The teacher will then use one of the listed available resources to show students examples of Indonesian batik. Batik is Indonesian in origin, although forms of it can now be found around the world.
4. Using these images, the teacher will explain to the students how Indonesians traditionally create batik. (This process includes color-resist technologies including wax, but should be researched beforehand by the instructor.)
5. The teacher will then pass out the attached sample batik flower to students, explaining that flowers, plants, leaves buds, flowers, birds, butterflies, fish, insects and geometric forms are common images in batik.
6. Students should be instructed to color a part of the flower blue. Blue dye was produced using the leaves of the indigo plant. Images should be made available.
7. Students should be instructed to color a part of the flower yellow. Yellow dye was produced using the bark of the soja plant. Images should be made available.
8. Students should be instructed to color a part of the flower brown. Brown dye was also produced using the bark of the soja plant.
9. Students should be instructed to color a part of the flower red. Red dye was produced using the leaves of the Morinda Citrifolia plant.
10. Students should then be instructed to use these traditional motifs and colors to create batik images of their own on plain white computer paper.



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**Differentiated Instructional Support:** Auditory learners will best remember the oral explanation of the plants used for creating dyes. Visual and kinesthetic learners will both enjoy the batik coloring and creating activities.

**Extension:** This lesson can be expanded to encompass more extensive batik projects. The website <http://www.art-rageous.net/GlueBatik.html> has a craft project for batik pillowcases that includes using glue instead of the wax traditionally used for batik. Other similar art projects could be done as well. Further scientific inquiry could be done in class as to the natural plants and fibers used to create the dyes.

### **Vocabulary:**

- Batik – “to dot” in Malay-Indonesian. An Indonesian art form using color-resist techniques and wax. Now common throughout much of the world, batik originated in Indonesia.
- Morinda Citrifolia – A shrub native to Southeast Asia with large dark green leaves and small white flowers.
- Soga – A tree common in the lowland forests of the tropics, with fragrant orange-yellow flowers.
- Indigo – A shrub common to tropical climates with light green leaves and pink or light purple flowers.

**Technology Connections:** The Internet is always a great tool to use both for teachers researching a topic and students learning about a new subject. In this case the Internet could be used not only to research, but also to locate source materials from libraries around the country.

- <http://www.expat.or.id/info/batik.html>
- <http://www.art-rageous.net/GlueBatik.html>

### **Library Research Connections:**

- Batik: Fabled Cloth of Java by Inger McCabe Elliott (ISBN 0794602436)
- Creative Batik (Beginner's Guide to Series) by Rosi Robinson (ISBN 0855328924)
- Indonesian Batik Designs by J. E. Jasper and Mas Pirngadie (ISBN 0486448835)
- Batik: From the Courts of Java and Sumatra by Rudolf G. Smend, Brigitte Khan Majlis, Harmen C. Veldhuisen, and Leo Haks (ISBN 0486448835)
- Indonesia: Country Profile at <http://www.internationalstudies.ohio.edu/activities-outreach/teacher-resources.html>

**Homework and/or Home Connections:** Homework can be assigned the day prior to the actual teaching of the lesson. For this assignment, students can be asked to converse with their parents and discover what they can tell them about Indonesia. This is a great way to encourage parents to help their child with homework, but also provides a multitude of facts that can be researched about Indonesia in an extension to the original lesson.

### **Attachments:**

Attachment A, *Batik Flower Motif*  
Attachment B, *Dye Plants*

# Batik Flower Motif



Plants used for dye in traditional Indonesian batik

Blue – Indigo



Yellow to Brown – Soga



Red - *Morinda Citrifolia*

