



TITLE

JAKARTA IS SINKING: THE COLONIAL ROOTS OF OUR CLIMATE CRISIS

GRADE LEVEL: 6-8TH GRADE

DISCIPLINE: English, History

TOPIC: Climate Crisis, Colonization, Climate-Displaced Communities

STANDARDS: CCSS.ELA-LITERACY.RST.6-8.1 | CCSS.ELA-LITERACY.RST.6-8.5 | CCSS.ELA-LITERACY.RST.6-8.7

OBJECTIVES:

- Explore the colonial roots of our climate crisis through the lens of Indonesia's sinking capital city of Jakarta.
- Learn about the various factors impacting groundwater depletion as well as the state of global water access.

ESSENTIAL QUESTIONS:

- Why is Jakarta sinking? How does a history of colonialism impact Indigenous Jakartans?
- How has urbanization contributed to the water cycle? What are these effects on groundwater depletion and access to water?

KIT INCLUDES:

One (1) slide deck presentation entitled "[Jakarta Is Sinking: The Colonial Roots of Our Climate Crisis](#)"
"[To fix the climate crisis, we must face up to our imperial past](#)" text
Four (4) reading analysis worksheets
[Jakarta Is Sinking: Water Quiz Kahoot](#)
[How Urbanization Affects the Water Cycle](#) reading & questions
[Global Water Access Activities from Flipside Science](#) - One (1) sample visual response

CLASSROOM HOURS NEEDED:

Two instructional days, 60-minute or longer periods

FINAL ASSESSMENT TYPE:

Visual Response

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LAST UPDATE: May 31, 2022

DAY 1:

Warm-Up & Context - Slides 2-4 (5 minutes)

1. Play "[Relaxing Music: Kecapi Suling Sunda \(Indonesian Ethnic Music\) for Strees Relief, Sleep, Meditation](#)" as students enter the classroom
2. Ask students if they can locate Indonesia on the first map (slide 3).
3. Offer a bit of geographical background on Indonesia during the second map (slide 4).

Why Jakarta Is Sinking - Slides 2-4

Play "[Why Jakarta is Sinking](#)" video (11 minutes)

Include the discussion questions and definitions listed below (also on slides 6-10) as a guide for the video. Ask students to think about the answers to these questions while they are watching the video, and let them know that they will have a discussion period after they finish watching.

Class Discussion - Slides 6-10 (25-30 minutes)

1. Displacement and migrancy characterize the lives of many people living on the coast of Jakarta. Can you think of other marginalized groups who have endured the same conditions? What might this indicate about the privilege of stability?
2. What kinds of lasting effects does the delegitimization and suppression of Indigenous lifeways in favor of colonial practices have on our environment?
3. Can you think of some examples of the positive and negative impacts industrialization and urbanization have had on our planet?
4. In a philosophical sense, what do you think the way we organize and plan cities might imply about society (think about the many forms of segregation that take place in cities)?
5. Rather than repairing the damaged canals of Batavia, the Dutch decided to abandon the oppressed people of Batavia in Kampongs. What does this tell us about the way capitalism and imperialism are connected to disposal and destruction?

Definitions for Discussion Questions

- Displacement: when individuals are forced to leave their homes and communities (in this context, due to changes in their environment)
- Delegitimization: to diminish or destroy the legitimacy, prestige, or authority of Capitalism: an economic system based on the private ownership of the means of production and their operation for profit

Lecture/Summary - Slides 11-22 (15-20 minutes)

Present lecture slides 11-22 as a brief summary of Indonesian history.

HW: Read & Analysis Worksheets - Slide 23 & 24

Have students read and annotate "[To fix the climate crisis, we must face up to our imperial past](#)," as well as completing a [summarizer sheet](#) and 1 of the 3 other reading analysis worksheets for homework.

- [Connector](#)
- [Discussion Question](#)
- [Literary Luminary](#)



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DAY 2:

Jakarta Is Sinking: Water Quiz - Slide 25 (5-10 minutes)

Have students play the [Jakarta Is Sinking](#): Water Quiz to warm up to the material.

Reading Analysis Share-Out- Slide 26 (5-10 minutes)

Have students share out their reflections, comments, and questions from the assigned reading.

Small Group Read-Slide 27 (20 minutes)

Have students read "[How Urbanization Affects the Water Cycle](#)" and answer [accompanying questions](#) in small groups.

Global Water Access Activities - Slide 28 (15-20 minutes)

Have students complete the Global Water Access Activities, "[Who Gets Clean Freshwater?](#)" and "Wasted Water" from Flipside Science.

*Optional: Students can conduct their own research about groups that are contributing to water accessibility in Indonesia, or engage with the UN Sustainability Development Goals.

FINAL PROJECT: VISUAL RESPONSE

Student Instructions:

Utilizing the information you gleaned from your close reading, annotation, subtopic deep dive, and primary source analysis, create a visual response -- a series of pictures or illustrations that communicate the relationships between ideas of the text. Have fun with this, you can create any sort of response that captures what you learned visually. Some examples could include a collage, a drawing, or even an art piece using materials you can find from your home.

Your visual response must:

- Engage with at least two topics you learned about from this lesson
- Include a one-page (200 words minimum) explanation of the visual response

[Sample Assignment](#)

*Disclaimer: This is a college-level example of the visual response, however, the activity and description has been simplified to be suitable for the corresponding grade range.