

# We Are All Citizens of the Planet Earth

We are all citizens of the Planet Earth.  
members of the Human Family.

We share a sun,  
and a sky---

We share the seas  
and the land---

Like snowflakes, we are all unique.

Yet, we are more alike than we are different.

We share many of the same needs:

The need for food;

The need for shelter;

The need for love;

The need for laughter.

We all have hopes and dreams.

All these things link us together.

We depend on each other.

We need each other.

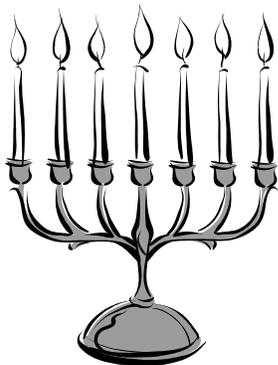
We are all citizens of the Planet Earth,  
members of the Human Family.

*The Spanish Teacher Book of Lists, 1989 J. Weston Walsh, publisher*

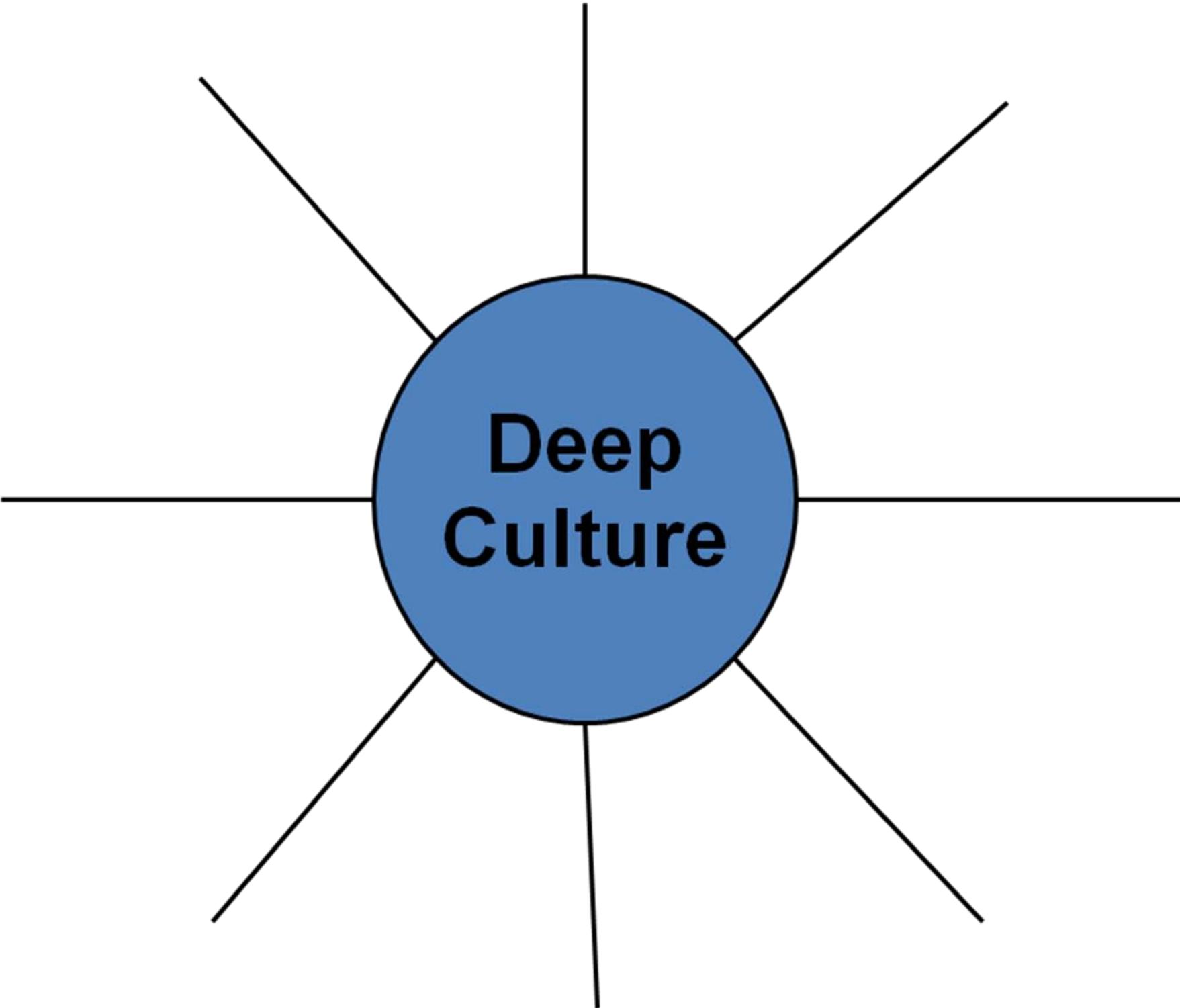


# Find Someone Who----

Who has a relative living in another country?	Who knows the significance of September 16?	Who knows what Kwanzaa celebrates?
Who knows what fountain pens, traffic lights, and the real McCoy have in common?	Who can eat with chopsticks?	Who knows a dance from another country?
Who knows what Yom Kippur is?	Who has a car made in another country?	Who knows what the most common language in the world is?
Who knows which animal in the Chinese zodiac marks this year?	Who can name a famous French fashion designer?	Who can name 3 typical German foods?

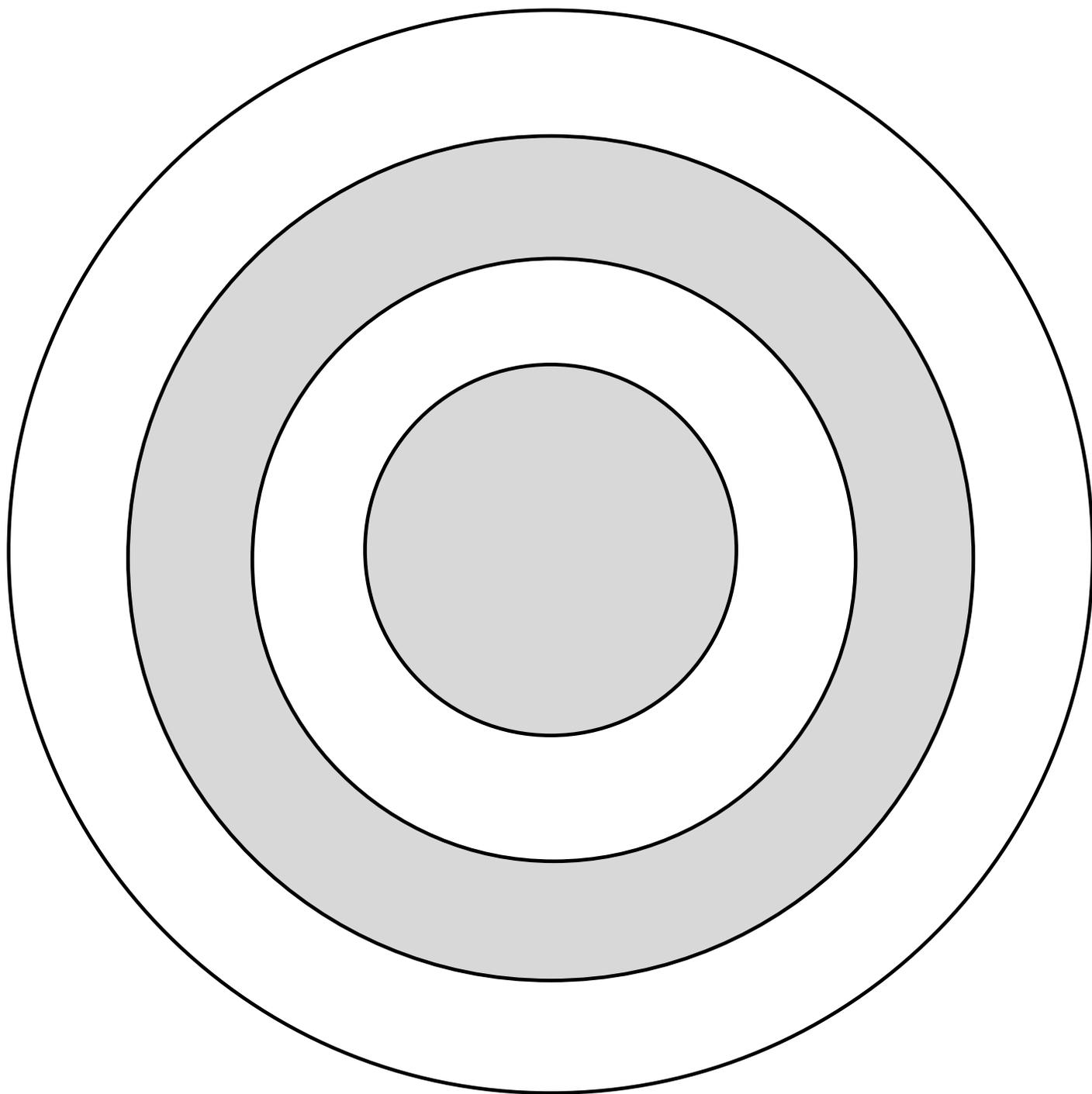


# Give One/Get One

**Deep  
Culture**

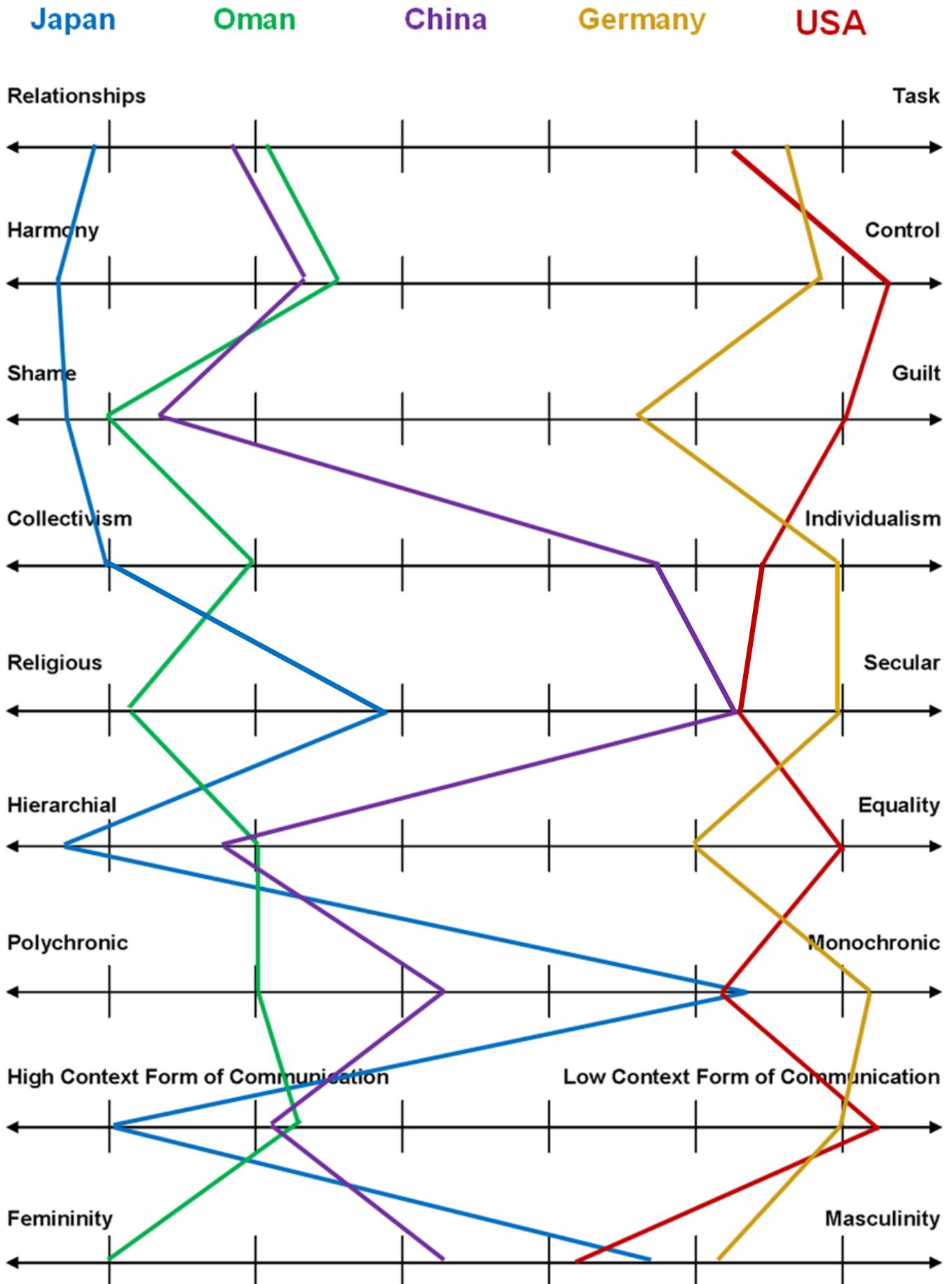
# The Web



# ← **Nine Dimensions of Culture** →

<b>Relationships</b>	<b>Task</b>
<ul style="list-style-type: none"> <li>• Focus on building relationships</li> <li>• Approach moves from people to task</li> <li>• Must feel they like and trust other party</li> <li>• Complete task only after getting to know people</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on completing task</li> <li>• Approach moves from task to people</li> </ul>
<b>Harmony</b>	<b>Control</b>
<ul style="list-style-type: none"> <li>• Stress harmonious relations with world</li> <li>• No real separation of people from environment</li> <li>• More accepting of fate and karma</li> </ul>	<ul style="list-style-type: none"> <li>• People dominant over environment</li> <li>• You shape events and surroundings</li> <li>• Nature altered to fit human needs</li> </ul>
<b>Shame</b>	<b>Guilt</b>
<ul style="list-style-type: none"> <li>• Motivated by external societal pressure</li> <li>• Group-oriented behavior</li> <li>• Driven by adverse social consequences</li> <li>• Family reputation at stake</li> </ul>	<ul style="list-style-type: none"> <li>• Motivated by internal pressure</li> <li>• Individualistic-oriented behavior</li> <li>• Driven by personal responsibility</li> </ul>
<b>Collectivism</b>	<b>Individualism</b>
<ul style="list-style-type: none"> <li>• Sacrifice personal benefits for group</li> <li>• Group determines beliefs and behavior</li> <li>• Emphasis on harmony, loyalty, unity</li> <li>• Tight social networks</li> </ul>	<ul style="list-style-type: none"> <li>• Personal achievements important</li> <li>• Self-reliance rather than group-reliance</li> <li>• Performance valued over seniority</li> <li>• Free will and self-determination</li> </ul>
<b>Religious</b>	<b>Secular</b>
<ul style="list-style-type: none"> <li>• Religion and work intertwined</li> <li>• Religion directly impacts work life</li> </ul>	<ul style="list-style-type: none"> <li>• Separation of state and religion</li> <li>• Religion not important in daily work</li> </ul>
<b>Hierarchical</b>	<b>Equality</b>
<ul style="list-style-type: none"> <li>• Right to power</li> <li>• Inequality seen as normal</li> <li>• Titles and position very important</li> <li>• Authority not challenged</li> <li>• Strict obedience</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of power minimized</li> <li>• Control designated to many</li> <li>• Involved in decision making</li> <li>• Question authority</li> </ul>
<b>Polychronic</b>	<b>Monochronic</b>
<ul style="list-style-type: none"> <li>• Juggle many tasks at once</li> <li>• Time not absolute</li> <li>• Change plans easily</li> <li>• Interactions important</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on singular task</li> <li>• Planning and schedules</li> <li>• Take time seriously</li> <li>• Task of primary importance</li> </ul>
<b>High Context Communication</b>	<b>Low Context Communication</b>
<ul style="list-style-type: none"> <li>• Indirect communication</li> <li>• Rely on nonverbal cues and nuances</li> <li>• Unspoken as important as spoken</li> <li>• Relationship centered</li> </ul>	<ul style="list-style-type: none"> <li>• Say exactly what you mean</li> <li>• Facts, information, and detail</li> <li>• Meaning conveyed by words alone</li> <li>• Task centered</li> </ul>
<b>Femininity</b>	<b>Masculinity</b>
<ul style="list-style-type: none"> <li>• Gender roles overlap</li> <li>• Harmony, negotiations</li> <li>• Cooperation, teamwork</li> <li>• Quality of life</li> </ul>	<ul style="list-style-type: none"> <li>• Gender roles clearly distinct</li> <li>• Aggression, decisiveness</li> <li>• Competitiveness</li> <li>• Task oriented</li> </ul>

# Nine Dimensions of Culture Comparison Chart



A thick, grey, hand-drawn style outline of an elephant, facing right. The word "Globalization" is written across the elephant's back in a bold, sans-serif font, slightly arched to follow the curve of the elephant's body. The entire image is rendered in shades of grey on a white background.

**Globalization**

# ACTION PLAN

## *Integrating Culture Into My Content Area*

<b>Stage 1 – Desired Results</b>	
<b>Established Goals or Content Standards:</b>   	
<b>Understandings:</b> Students will understand that . . .	<b>Essential Questions:</b>   
<b>Students will know . . .</b>	<b>Students will be able to . . .</b>
<b>Stage 2 – Assessment Evidence</b>	
<b>Performance Tasks:</b>   	<b>Other Evidence:</b>   
<b>Stage 3 – Learning Plan</b>	
<b>Learning Activities:</b>          	