

# The World as a Global Village in Different Aspects of Thinking

**Regis Kimwanga, Teacher/Educator**

*Master in Philosophy*

*Bachelor in Theology*

*Post-Bac Program in Education/French*

*French Teacher College In High School*

(323) 434-8244 Email: [ginday2@hotmail.com](mailto:ginday2@hotmail.com)

# The World as a Global Village in Different Aspects of Thinking

**The general goal** is to give students some thoughts and insights using etymology, which can help them to think on their own. Students will be able to discuss with peers and write a dialectical essay.

# Reference to PA and Common Core Standards:

- 12.1.1.S4.B: Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication.
- 12.1.1.S4.C: Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.
- Standard 12.2.1.S3.D: Use simple, compound and complex sentence structures to comprehend reading passages from classical authors. Participles; Passive voice; Reflexives; Pronouns and demonstratives; Common irregular verbs; Conjugation of verbs in all tenses.
- Standard 12.2.1.S4.D: Use simple, compound and complex sentence structures to comprehend advanced passages from ancient authors. Conjugation of verbs in all tenses and moods; Main uses of moods other than the indicative mood; Advanced irregular verbs; Advanced case uses.

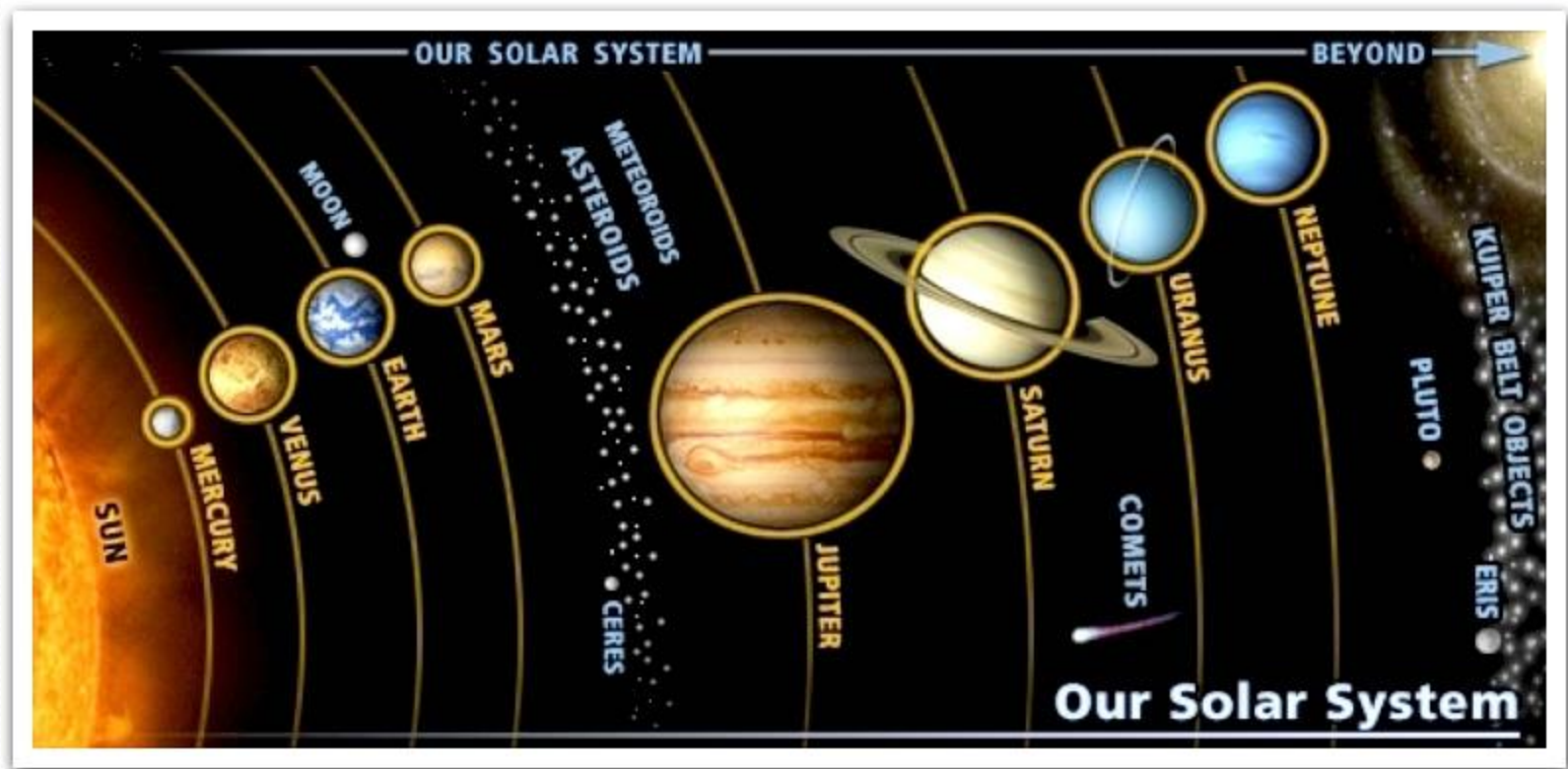
# Summary (from the Greek)

- the World as *Kosmos*
- the World as *Phusis*
- the World as *Chronos/kairos*
- the World as *Polis*
- the World as *Kosmos + Polis => Cosmopolis*

# Day 1. The world as Kosmos

- *Kosmos* is the world or universe regarded as an orderly, harmonious system. Words like *Cosmology*, *Cosmogenesis*, and *Cosmetology* can help students. (Dictionnaire Le Robert).
- Goal: the students will be able to research the map of the solar system and identify planets and name them in French
- Outcome: the students will show competency in discussing the universe and the solar system
- Activity: the students will write about astrology and discuss in class

# Map of the Universe

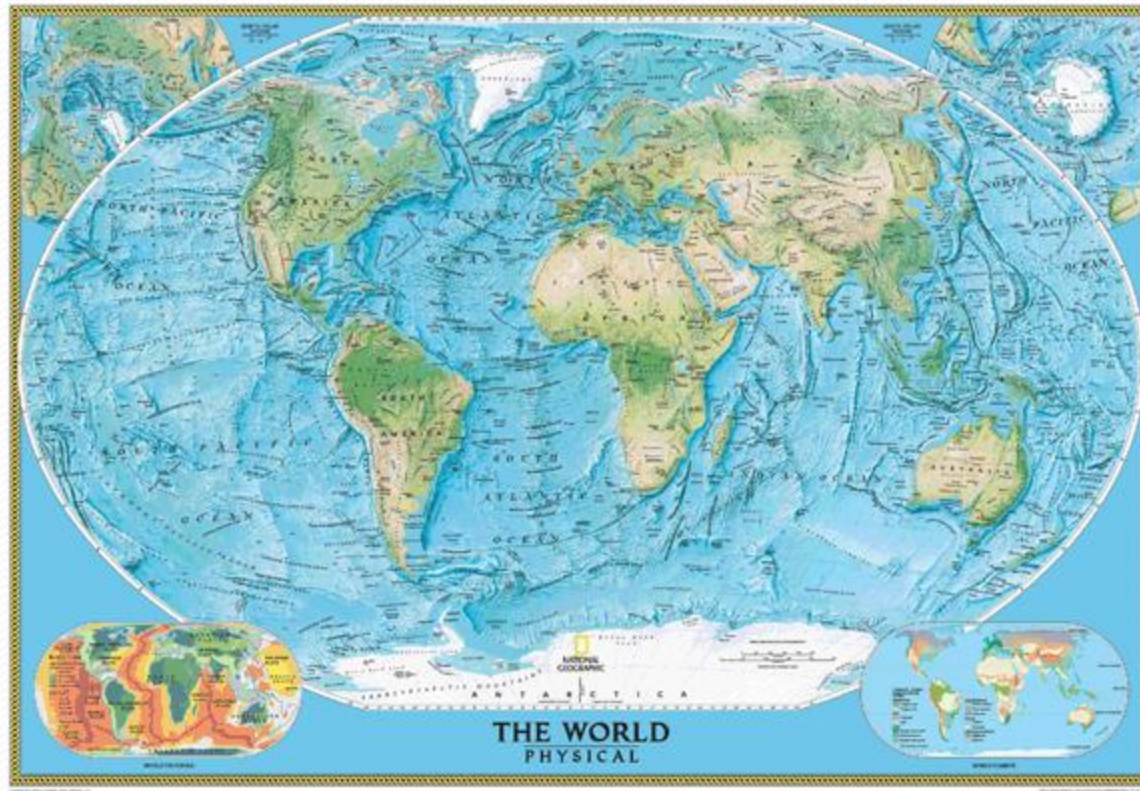


# Day 2. The world as Phusis

*Phusis* is the nature or all phenomena that constitute the universe and the change that can appear. Physics gets its origin here. *Phusis* is more used by Aristotle and Martin Heidegger in their philosophy.

- Goal: students will be able to research famous geographical locations in French countries
- Outcome: students will be able to identify famous sites in French Countries
- Activity: each student will locate a famous location that they would like to visit and present to their peers including mode of transportation and cost of the trip

# The Physical World





# Day 3. The world as Chronos

*Chronos* refers to chronological or sequential time. *Kairos* signifies a period or season, a moment of indeterminate time in which an event of significance happens. *Chronos* is quantitative and *kairos* is qualitative (time of grace), an opportune moment.

- Goal: the students will research the difference between chronological and qualitative time
- Outcome: the students will be able to give precise examples of both concepts of time
- Activity: the students will present examples of historic events in French history and identify the type of time referenced

# Day 4. The world as Polis

*Polis* means a city administrated. The body of citizens under a city's jurisdiction. Students can talk about the government of our country.

- Goal: students will research different types of government around the world
- Outcome: students will be able to form an opinion in French regarding the type of government they believe to be the best
- Activity: each student will present their idea on government and present to others on why their system is the best

# City Life



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# Day 5. The world as Cosmopolis => Kosmos (world) + Polis (city)

*Cosmopolis* as a global village/city under the administration of an *anthropos*-human being who Aristotle defined as a rational animal. This human being is paradoxical, being phenomenon and noumenon. He can change drastically in one instant. This fact helps one to look at his PAST (Background) – PRESENT and project his FUTURE. Students can talk about United Nations (October 24th 1945 San Francisco CA), Global Village and communication, and relationships with other countries and immigration.

# Day 5

**Goal:** the students will research how cities communicate to each other as well as learning the 17 sustainable development goals established by the United Nations to be met in 2030

**Outcome:** the students will identify which goals they believe are most important for their city

**Activity:** each student will choose one goal and present in French to their peers

# Summer Institute Resources

- [www.worldhistory.pitt.edu](http://www.worldhistory.pitt.edu)
- [www.ucis.pitt.edu/africa](http://www.ucis.pitt.edu/africa)
- [www.ucis.pitt.edu/global](http://www.ucis.pitt.edu/global)
- [www.ucis.pitt.edu/global/professional-development-educators](http://www.ucis.pitt.edu/global/professional-development-educators)
- [www.nationalityrooms.pitt.edu](http://www.nationalityrooms.pitt.edu)

# Other Resources

- Pope Francis, *laudato si*. Encyclical letter, Vatican 2015: To care for our common home
- [www.dictionary.com](http://www.dictionary.com)
- [www.wordreference.com](http://www.wordreference.com)
- [www.merriam-webster.com](http://www.merriam-webster.com)
- <https://sdgs.un.org/goals>