

**LESSON PLAN**

**Culture v. Law: Which is More Important?**

MODULE ONE. FOUNDATION: *UNIT III. Human Rights in International Law*

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**LENGTH**

2 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

World History: 12.2.10, 12.3.5, 12.1.1,  
12.1.14

World Geography: 12.4.3, 12.4.6

**McREL NATIONAL STANDARDS**

World History: 12.1.4, 12.2.5, 12.2.7,  
12.2.9, 12.2.10

**OBJECTIVES**

1. Students will compare the effects of culture and the fairness of law.
2. Students will be able to discuss how the differences between major and minor cultures within the same country lead to misunderstandings and disrespect.
3. Students will brainstorm and decide how these issues could be solved or lessened by respecting other's differences.

**TERMS**

International Law

**MATERIALS**

Research and background information on countries with a majority and minority culture

**Day One:**

- I. Have students research a country's culture that would clash with their own personal beliefs and identities.
- II. Write a journal entry, letter to a friend, news article, or explanation of how the students' own cultural differences might cause complications while living within the specific country.

**Day Two:**

- III. **Assessment and Response:** Using the new information and comparisons, answer the following questions regarding which is more important.
  - a. How can a balance be met so that both cultures may coexist?
  - b. In your opinion, which is more important: respect for the individual culture or following the rules of an already existing majority law?
- IV. Have students share and discuss answers, brainstorming for how the world would be better if we were to acknowledge differences and try to make exceptions based on cultures of both majority and minority peoples.
- V. An alternate assessment would be to have the students write a journal entry, creating a day in the life of the minority culture from a primary source describing problems they have encountered, difficulties fitting in, changes they have had to make, or future worries they might have.