

BLM 7th Grade Day 3
Diversity and Globalism

Before You Begin

- Data on [Black immigration from Africa](#)
- [Key facts about U.S. immigration policies and proposed changes](#)- Read this before the lesson to see if you feel it is appropriate for your group of students. It's valuable for the final series of slides and forming a better informed opinion/opinions.

Content/Goal

Students will identify: What are the reasons people immigrate to the United States and how are these reasons shared within the United States and globally?

Standards

https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_o.pdf

Materials

[2021 BLM powerpoint Day 2 Black Immigration](#)
[Key facts about black immigrants in the U.S.](#)
[Key facts about U.S. immigration policies and proposed changes](#)

Vocabulary

Borders
Asylum
Persecution
Nationality

Learning Plan

Print *Key facts about U.S. immigration policies and proposed changes* and for the lesson today and or be ready to share the link in zoom chat feature, otherwise you just need the Google Slides presentation. Many of the slides are mostly the same as last year's Tuesday about diversity and globalism. The learning goal has been changed to better address the content and topics of the day/presentation.

Slide two is a review of 6th grade material, basically a review of BLM guiding principles of diversity and globalism. Slides 3-9 discuss the vocabulary above and introduces ideas about immigration. Slide 10-13 focuses on immigration from predominantly Black countries in African. Slide 10 also has the PEW article (Key Facts about Black immigrants in the U.S.) reading that will help inform students as to some reasons for immigration to the United States as well as some demographics about those immigrating. This article should be read and analyzed in small groups and as a whole class discussion.

The second article (Key Facts about US immigration policies and proposed changes) can be used before or after slides 14-19. Slides 14-19 use 4 corners so students can express their opinions, so you can (1) have students analyze the article before going through the questions (2) go through the questions then analyze or (3) go through the questions having read (the teacher) the article previously and then inform students about the facts related to the questions.

The last slide is the exit ticket to be completed independently.

Reflection/Circle Question(s) + Taking Action

Exit Slip/Project/Performance- Exit slip is the last slide in the Google Slides presentation

Parent Resources - Questions to send home

Homework- [Key facts about black immigrants in the U.S.](#)
[Key facts about U.S. immigration policies and proposed changes](#)