

Afro-Latinidad: Cultural Traditions

Afro-Latinidad describes the African diaspora brought to Latin America since immigrated bringing their culture. There are many practices characteristic of Afro-Latinidad, each reverse and rich in this cross-cultural cultural traditions Latin America for some are obvious. Only recently have many countries even began to start the process of officially recognizing Latin Americans of African descent. Teaching about Afro-Latinidad is essential when teaching about Latin America.



scribes members of Latin America who were brought all over the world, and have culture with them. There are many culturally distinct practices characteristic of Afro-Latinidad, each reverse and rich in this cross-cultural cultural traditions Latin America for some are obvious. Only recently have many countries even began to start the process of officially recognizing Latin Americans of African decent. Teaching about Afro-Latinidad is essential when teaching about Latin America.

LEARNING OBJECTIVES

This resource incorporates activities aligned to the following [Common Core Standards](#):

- 1. Speaking and Listening Standards: Comprehension and Collaboration:**
 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

S2E10: The Babalawo—Secrets of the Santeria

<http://pretendradio.org/babalawo-secrets-santeria/>

Stop times are based on the podcast without an ad at the beginning. If you encounter an ad your stop times will be different so use the verbal cues provided

Stop @ :58 right after “...ooh I get chills just thinking about it.”

Class Discussion: What do you think the narrator is talking about? Write down some of your thoughts and those of your classmates.

Continue playing, students answer questions as they listen.

1. What is Santeria? Where does it originate? What does the word mean?

Stop @ 3:32 right after “...stories about real people pretending to be someone else.”

Class Discussion: Why do you think the narrator says he is discriminating against Santeria? How is making assumptions and conclusions about things we do not understand damaging to ourselves and others? Write down some of your thoughts and those of your classmates.

Continue playing, students answer questions as they listen.

Vulgar word used 5:12-5:15 right after “...I’ve never heard congas and stuff but that’s why I wanted...”

2. What is a Babalawo?

Name _____



3. Why did the narrator's mom visit a Babalawo? Explain.

4. How did the slaves brought to Cuba keep their religion alive?

5. What is the name used by members of the religion for Santeria?

6. How does the professor describe orishas? How are they similar to saints?

7. How did the Cuban slaves conceal their practice of Santeria?

Stop @ 20:37 right after "...what made you want to step into this faith?"

Class Discussion: What did you think when you heard that the professor Cynthia Duncan who studies Cuban culture also practices Santeria? Were you surprised? Why? Does it make sense? Why do you think you are having this reaction? Write down your thoughts and important points made by your classmates.

Continue playing, students answer questions as they listen.

8. What is a consulta?

9. Why don't they tell members or outsiders how ceremonies are performed?

10. Explain her example of how other faiths are similar to Santeria.

11. What are some reasons people get initiated into the religion?

Stop @ 36:27 right after "...cuz where do you think that chicken came from, you know?"

Class Discussion: What do you think about animal sacrifice? How is it different from what you assumed about religious animal sacrifices? In your opinion is animal sacrifice similar to buying meat at the grocery store? What about the amount of food waste in the United States? Consider, animals are being killed for their meat, but that meat not being used and ultimately wasted. Write down your thoughts and important points made by your classmates.

Continue playing, students answer questions as they listen.

12. Is it legal to sacrifice animals? Explain the legal battles.

13. Can Santeria be used for evil? How did the professor respond to this question posed by the narrator?

Post listen class discussion: Think about your initial thoughts on Santeria at the beginning of the podcast. What are some misconceptions you formed early on that changed over the course of listening? Write down your thoughts and important points made by your classmates.



Additional Resources

- <https://www.anywhere.com/cuba/travel-guide/santeria> Article about Santeria, brief but informative.
- <https://video.nationalgeographic.com/video/00000144-0a22-d3cb-a96c-7b2febdc0000> Short video from Nat Geo featuring animal sacrifice, probably best for high school students.
- <https://www.youtube.com/watch?v=2yFUouzE7Yk> Orisha Oshun Dance from Cuba: dance video about 5 minutes good for all ages.
- https://www.youtube.com/watch?v=vwR1V5w_KB8 Orisha Yemaya Dance from Cuba: dance video about 7 minutes long good for all ages.
- <https://www.youtube.com/watch?v=g-fMG1XTZzs> Video on the history of the Yoruba People who Santeria come from about 12 minutes appropriate for middle school- high school.
- Teaching and Learning about Africana Religions through Multimedia Author(s): Angela N. Castañeda, Kelly E. Hayes, Darnise C. Martin and Joseph M. Murphy Source: Journal of Africana Religions , Vol. 1, No. 2 (2013), pp. 210-250 Published by: Penn State University Press Stable URL: <https://www.jstor.org/stable/10.5325/jafrirel.1.2.0210>
- <https://www.theatlantic.com/education/archive/2016/03/the-benefits-of-podcasts-in-class/473925/> An article from the Atlantic on the value of using podcasts in the classroom.