

Afro-Latinidad: Mexico

Afro-Latinidad describes members of the African diaspora who were brought to

Latin America and have since immigrated all over the world, bringing their culture with them. There are many culturally distinct practices characteristic of Afro-Latinidad, each region having a distinctive of this cross-cultural identity. African cultural traditions have permeated Latin America for hundreds of years, some are obvious and others are subtle. Only recently have many countries even begun to start the process of officially recognizing Latin Americans of African descent. Teaching about Afro-Latinidad is essential when teaching about Latin America.



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LEARNING OBJECTIVES

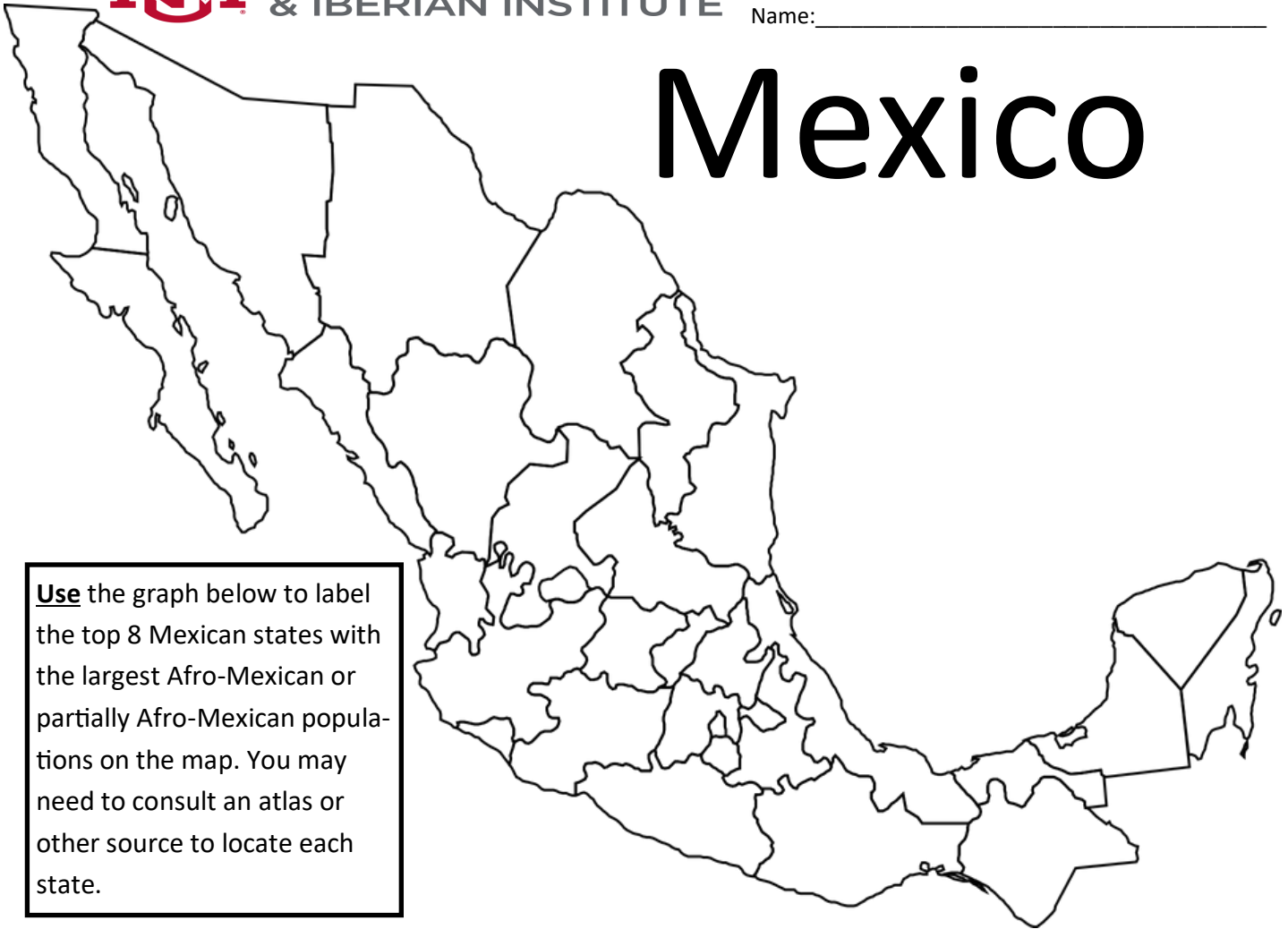
This resource incorporates activities aligned to the following [Common Core Standards](#):

Reading Standards for Informational Text Grade 8: 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing Standards Grade 8: 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

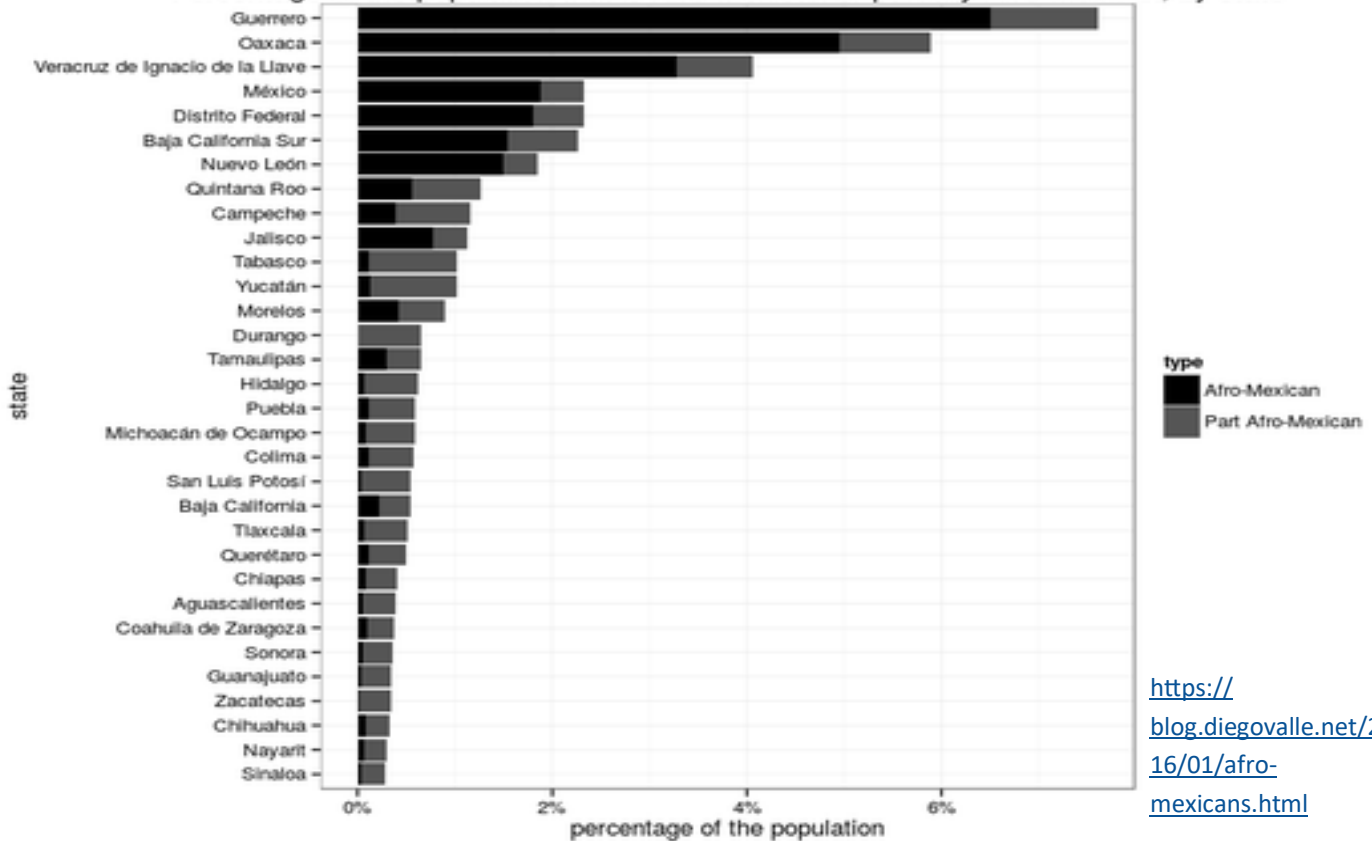
Speaking and Listening Standards Grade 8: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Mexico



Use the graph below to label the top 8 Mexican states with the largest Afro-Mexican or partially Afro-Mexican populations on the map. You may need to consult an atlas or other source to locate each state.

Percentage of the population that is Afro-Mexican or partially Afro-Mexican, by state



<https://blog.diegovalle.net/2016/01/afro-mexicans.html>

"Así somos: Afro Identities in the Coast"

https://www.youtube.com/watch?v=uEtkb_Cts4&t=626s

“The Coast of the Mexican states of Oaxaca and Guerrero have the highest population of afro-descendants in the entire country. This documentary was created because the people from the coast of Oaxaca requested that I film our talks on identity and blackness. The recordings take place in the towns of Charco Redondo and Chacahua, both in Oaxaca. This is something I put together last minute because I had no intention of making a documentary. I wish only to give the people from the Coast representation as invisibilization of the Black race in Mexico is common. Rarely does someone think about Mexico when they think of the African diaspora but more enslaved Africans went to Mexico and Perú combined than the United States. This documentary is intended to bring awareness of the African diaspora in Mexico and to help begin conversations on identity and blackness.”

Read the above description of the documentary “Así somos: Afro Identities in the Coast.” As you read think about the main themes and content that the documentary might cover. **Class discussion:** Talk about what the class predicts the documentary will be about. Why did the creator make the video? Why is it important? What does the creator mean by “invisibilization of the Black race in Mexico is common?” What is the African diaspora? **Write** down your thoughts and those of your classmates below.

Watch "Así somos: Afro Identities in the Coast" and answer the following questions. Take addition notes while watching to help you answer the post-watch questions in the next section.

Video available here: https://www.youtube.com/watch?v=uEktkb_Cts4&t=626s

1. What did president Carlos Salinas de Gotari declare in the constitutional reforms of 1992?
2. Who was responsible for the invasion of Mexico-Tenochtitlan?
3. How many enslaved people did Mexico displace?
4. What were the Angolans appreciated for?
5. What were the Arara appreciated for?
6. What were Africans that came from Mozambique known for?
7. Name 3 of the Mexican states known for their African descendent populations.
8. What is the calenda in Oaxaca?
9. Where is the largest population of afrodescendents in Oaxaca?
10. How does the narrator describe Costa Chica?
11. What does the narrator say about the way Black people of the coast speak?
12. Write down some of the examples of words used by the Black people of the coast that the woman being interviewed talks about. What do they mean?
13. Describe the story she tells about her childhood neighbor who went to Mexico City. What happened there?

14. What happened to her mom on the way to church?
15. According to the narrator, what does discrimination of Black people in Mexico lead to?
16. Where do the clay figurines come from?
17. Why does the man being interviewed say white people think they are better? What reason does he give?
18. Describe the narrator's personal experience with racism on public transportation.
19. What did the guards ask the Black passengers to do to prove they were Mexican?
20. How does the woman describe Black-Indigenous people? According to her, what do they look like?
21. Describe some differences between the term Afro Mexican and Black.
22. Why don't many people mind being referred to as Black?
23. Which term, Black or Afro Mexican, is new?
24. What does the statement "I accept that I am Black," mean to the woman being interviewed?
25. Why was the term "Afro Mexican" created?
26. Where have there been peace offerings between Black people and Indigenous people? What kind of things were offered?
27. What is a Moreno?
28. What does saying someone is Black Black or Indigenous Indigenous mean?

Class Discussion: Consider the following questions about the film and discuss your thoughts with the class.
Write down important points.

1. Based on the experiences shared by the people interviewed in the documentary, how are Black people treated in Mexico? Were there similarities in their experiences? What stuck out to you?
2. Why would certain people prefer the term Afro Mexican over Black? Why do some prefer to be called Black? Why do you think this is? What did the woman share about her feelings about the two terms?
3. How does the “invisibilization” of Black people in Mexico contribute to how they are perceived and treated by other Mexicans? How do differences and ignorance contribute to racial discrimination? What examples did we see of this in the documentary?

Writing Exercise: Think about the experiences of racism or discrimination shared by the people interviewed in the documentary. Have you every experienced anything similar based on your appearance and the prejudices of others? If you can't think of a personal experience, has anyone you know like a family member or friend? Write what comes to mind.