

LAI Afro-Latinidad Teacher Workshop Series: Cultural Traditions

Ericka Arias
Marleen Linares-González
Jasmine Morse



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Agenda

- Welcome and Introductions
- Workshop: Afro-Latinx Cultural Traditions
 - Bomba (Puerto Rico)
 - Santeria (Cuba)
 - Carnaval (Brazil)
- Educator Feedback & Check-In
- Upcoming Events
- Conclusion

Introductions

- Name
- Where do you teach?
- What subject and grade level do you teach?
- What attracted you to this workshop?
- What are you hoping to get out of it?

Discussion: What is Afro-latinidad?

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 and characteristic of Afro-Latinidad, each region having a diverse and rich manifestation of this cross-cultural identity. African cultural traditions have permeated Latin America for hundreds of years, some being obvious and others more subtle. Only recently have many countries begun to start the process of officially recognizing Latin Americans of African decent. Teaching about Afro-Latinidad is essential when teaching about Latin America.

Bomba (Puerto Rico)

Bomba is a traditional dance and musical style of Puerto Rico. Its origins are rooted in the island's history of African slavery but has since evolved into a communal expression of Afro-Puerto Rican culture. Today it is most commonly practiced in its centers of origin in Loíza, Santurce, Mayagüez, and Ponce.

Puerto Rican Bomba is considered the first native music of Puerto Rico, originating in the sugar plantations on the island by slaves more than 400 years ago.

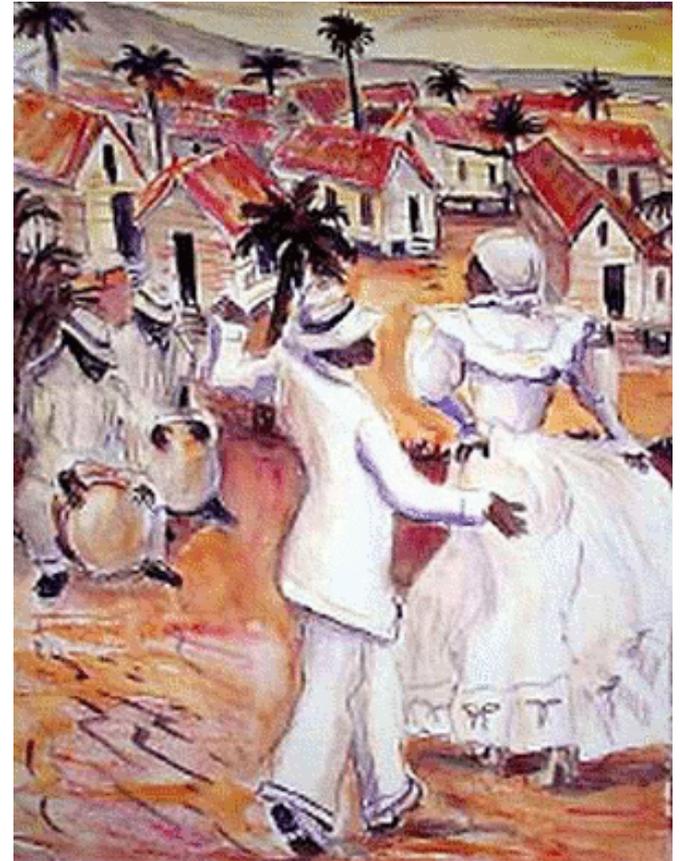


Image Credit: https://commons.wikimedia.org/wiki/File:Baile_De_Loiza_Aldea.gif

Grade 6-8 Activity

- Common Core Standards Addressed:
 - Key Ideas and Details:
 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
 - Cite specific textual evidence to support analysis of primary and secondary sources.
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 - Integration of Knowledge and Ideas:
 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
 - Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.
 - Comprehension and Collaboration
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Video Activity: For the Ancestors: Bomba is Puerto Rico's Afro-Latino Dance of Resistance



Before Watching

- What do you know about Puerto Rico?
- How do you think its geographical location influences its culture?
- How do you think its historical background influences its culture?

While Watching

- Write down notes on what your first impressions are of Bomba.
- Write down notes on what your first impressions are of Puerto Rico.

For the Ancestors: Bomba is Puerto Rico's Afro-Latino Dance of Resistance



Comprehension Check

- In your own words, describe what Bomba is
- Why do the people featured in the video find pride in Bomba?
- What Puerto Rican cities are most influenced by Bomba?
- What city has the largest AfroLatinx population? Why?
- Who are the Taínos? How does the Taíno culture influence come through in Bomba?
- Who is the Cepeda family? What role do they play in the advancement/acceptance of Bomba/Afro-Latinx culture in Puerto Rico?
- Find full activity at: <http://lail.unm.edu/info/k-12-educators/assets/documents/afrolatinx-workshop---bomba---6-8.pdf>

Follow-Up Activity

- Read sections on “Importation of African cultures” and “Puerto Rico” in *Latin American Dance* article-
<https://www.britannica.com/art/Latin-American-dance>
- Find reading comprehension activity at:
<http://laili.unm.edu/info/k-12-educators/assets/documents/afrolatinx-workshop---bomba---6-8.pdf>

Home » Entertainment & Pop Culture » Dance

Latin American dance

Print Cite Share More

WRITTEN BY

Susan V. Cashion
Senior Lecturer in Dance, Stanford University.
Last Updated: Sep 2, 2020 See Article History

Latin American dance, dance traditions of Mexico, Central America, and the portions of South America and the Caribbean colonized by the Spanish and the Portuguese. These traditions reflect the distinctive mixtures of indigenous (Amerindian), African, and European influences that have shifted throughout the region over time.

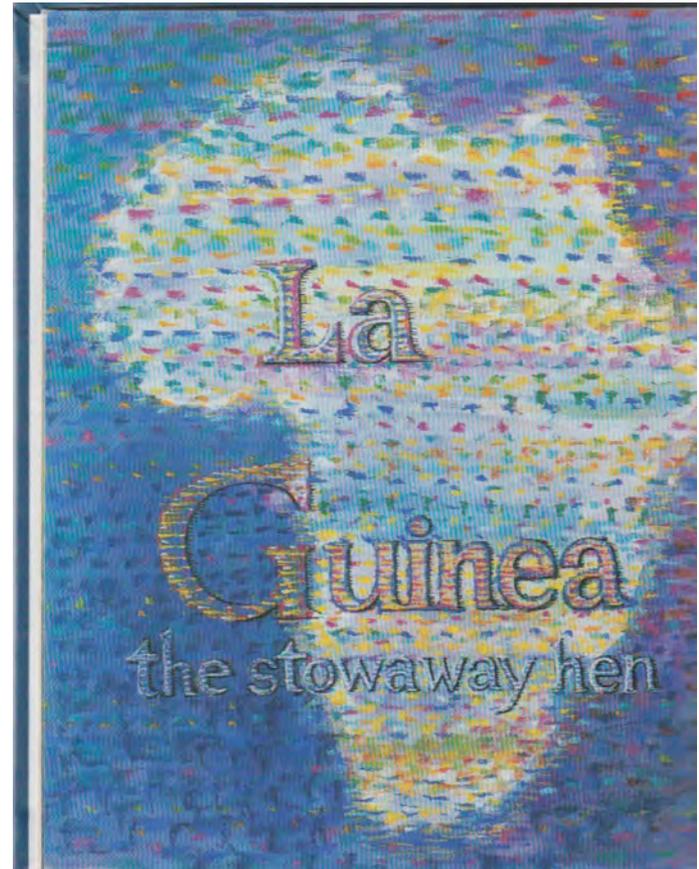
This article surveys selected genres of dance across the vast and diverse region of Latin America. After a brief consideration of dance in pre-conquest cultures (for further treatment, see Native American dance), the narrative turns to the profound influence on dance practice of the European-imposed Roman Catholic Church and its calendar of festivals and commemorations. At the same time, imported elite dance practices became part of the colonial cultures and were in turn infused with local and regional flavours. From the 19th century on, national variations have asserted themselves throughout dance practice in Latin America and in the Latino cultures of North America. (Latin American music shows a similar path of development; a great deal of the region's nonclassical music, both vocal and instrumental, accompanies or shares a history with dance.)

Grade 3-5 Activity

- Common Core Standards Addressed:
 - Key Ideas and Details:
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - Integration of Knowledge and Ideas:
 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
 - Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.
 - Comprehension and Collaboration
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing their own clearly.

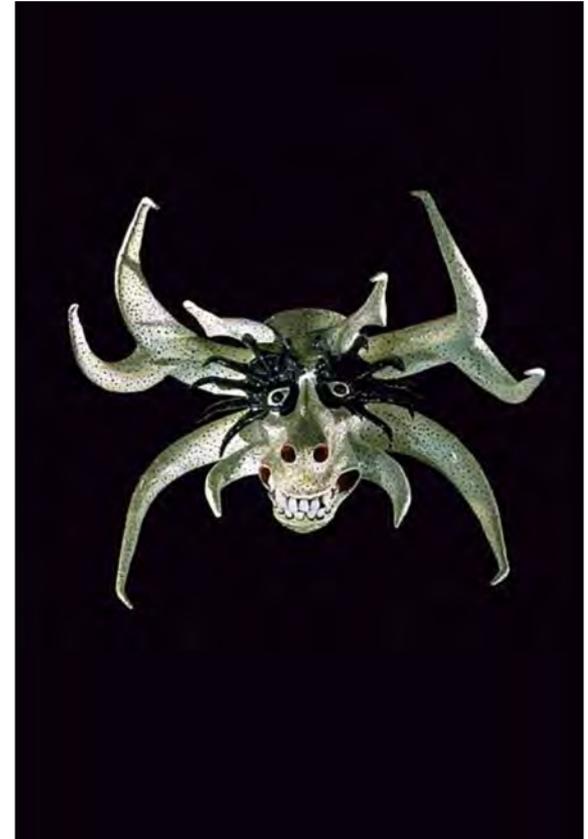
La Guinea (The Stowaway Hen)

- “La Guinea: The Stowaway Hen,” is a short story in the book, *The Song of El Coquí and Other Tales of Puerto Rico* by Nicholasa Mohr and Antonio Martorell
- Story is about a guinea that slave traders took from a village on the coast of West Africa during a raid. Once in Puerto Rico, the guinea escapes to freedom. A vejigante mask-maker finds the guinea and takes care of it. From then on, the guinea inspires his art.
- Reading Comprehension worksheet:
 - English language:
<http://lail.unm.edu/info/k-12-educators/assets/documents/afrolatinx-workshop---bomba---3-5.pdf>
 - Spanish language:
<http://lail.unm.edu/info/k-12-educators/assets/documents/afrolatinx-workshop---la-guinea---spanish---3-5.pdf>



Follow-Up Activity: Veigante

- A vejigante is a folkloric character in Puerto Rican festival celebrations, mainly seen during Carnival.
- Visit the virtual exhibit, Teodoro Vidal Collection of Puerto Rican History
 - <https://americanhistory.si.edu/collections/object-groups/teodoro-vidal-collection-of-puerto-rican-history/about-the-collection>
- Find observational activity at: <http://lail.unm.edu/info/k-12-educators/assets/documents/afrolatinx-workshop---bomba---3-5.pdf>



Santería

Santería came to Cuba with the Yoruban nations of West Africa who were brought to the Caribbean to be used as slaves in the sugar cane plantations. The religion fuses West African beliefs with those of the Catholic faith forming a syncretic religion. This fusion came from the slaves' attempt at hiding their own religion and making the Catholicism forced on them, their own. By treating Catholic saints as alternative forms of their West African saints, called Orishas, slaves were able to preserve their faith. Cuban Santería represents an African diaspora religion and has now spread to most of Latin America and the world. It is characterized by the worship of orishas, sacrifices, divination, possessions, and music and dance. By learning and teaching about Santería students will gain insight into an aspect of Afro-Latinidad and how its influence has shaped Cuban culture.



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Podcast Activity Lesson Plan and Materials

- Students will listen to the podcast as a class or individually. The worksheet is geared towards listening as an entire class so educators will have to adjust the assignment accordingly if they assign the listening activity for homework.
- The Pretend Radio podcast is available on the podcast website: <http://pretendradio.org/> or on most podcast apps.
- Educators will play the podcast for students, stopping at the marked times to initiate class discussion to ensure comprehension. In addition to class discussion, students are prompted to write responses to questions as they listen.
- Link to full worksheet: <http://lail.unm.edu/info/k-12-educators/assets/documents/afro-latinidad-podcast-activity.pdf>
- An article from The Atlantic on the benefits of using podcasts in the classroom: <https://www.theatlantic.com/education/archive/2016/03/the-benefits-of-podcasts-in-class/473925/>



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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.

Podcast Activity: Pretend Radio

S210: The Babalawo – Secrets of Santeria

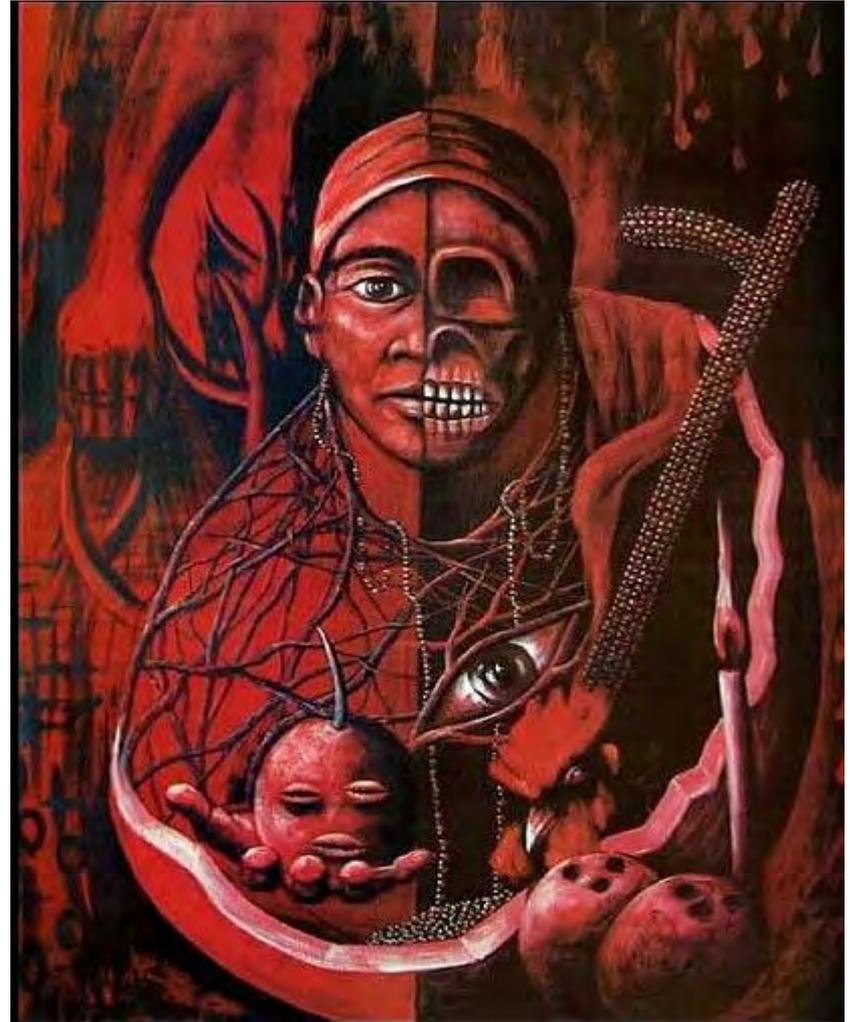
<http://pretendradio.org/babalawo-secrets-santeria/>

What is a babalawo?

First, I had to find a [babalawo](#). What's a babalawo? A babalawo is a Santeria priest who acts as a medium channeling the prophecy from the [Orishas](#). Orishas are spirits who are a manifestation of the supreme God Olodumare.

The secrets of Santeria

In this episode, we'll get into the history and origins of Santeria. We'll also talk with a Santeria priest and priestess to learn more about their secret rituals.



A Depiction Of The Orisha Ellegua. June 9, 2016. Artist: [Happycheetha32](#). This file is licensed under the [Creative Commons Attribution-Share Alike 4.0 International](#)

- Stop @ :58 “...I get chills just thinking about it.”

Breakout Rooms

- **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 “...stories about real people pretending to be someone else.”

Breakout Rooms

- **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.



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

Breakout Rooms

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.



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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-7b2febd0000> 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/jafireli.1.2.0210>



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Afro-Latinidad in Brazil: Carnaval's African Roots



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About Lesson Plans & Materials

- Activities are linked to Common Core Standards for ELA & Literacy in History/ Social Studies, Science, and Technical Subjects for Reading, Writing, Speaking & Listening, and Language
- Current events, articles, videos are included
- Focus on Carnaval, African heritage in celebrations and Brazil (religious syncretism), and the city of Salvador (dubbed “Black Rome”)

What is Carnival?

- Carnival has European and African roots that are discussed in the reading activity of this guide.
- Carnival begins on Friday and goes until Tuesday—just before Ash Wednesday, which is the beginning of Lent. {Lent is the 40-day Catholic tradition of prayer, fasting, and doing penance that culminates on Easter Sunday}
- Carnival is the time to dance, party, celebrate, and be happy before Lent begins, which explains why people around the world chose to go all out with their costumes and celebrations.



To Introduce Carnival

- Consider adapting this activity from last year's workshop (*see slides 2-14*)

<http://laji.unm.edu/events/2019/11/carnaval-en-brasil,-puerto-rico,-espana.pdf>



Images are from: https://elpais.com/elpais/2019/03/05/album/1551809236_720851.html#foto_gal_3

Videos about Carnaval

Name: _____

Date: _____

What is Carnaval?

—Our Brazilian Life

<https://www.youtube.com/watch?v=nWCF1YyLR10&t=187s>

This video was created and is narrated by an American family living and working in Brazil. In this video, they introduce Carnaval in Brazil and share the intricacies of this special celebration.



Access this lesson plan via this link or by using your phone / tablet camera on the qr code

http://laili.unm.edu/info/k-12-educators/assets/documents/brazilian-carnaval_2-videos-and-1-article.pdf



Answer the following questions as you watch this video:

1. What is a “bloquinho”?



10 Fascinating Facts about Brazilian Carnaval

—Our Brazilian Life

<https://www.youtube.com/watch?v=vrsb1EZsVbA>

This video was created and is narrated by an American family living and working in Brazil. In this video, they share clips from their experiences at Carnaval in Salvador, Brazil and share 10 interesting facts about Carnaval.

Instructions: Watch the video on *YouTube* linked above to learn more about how Carnaval is celebrated and why it is an important celebration. Take notes as you watch the video and answer the questions below.

In your own words, summarize the ten interesting facts listed in this video:

Reading about Carnival



“From Samba to Carnival: Brazil's Thriving African Culture”

by: Shasta Darlington

Updated 11:13AM ET, Wed. July 24, 2013.

From Samba and Carnival to food, music and religion, African culture is everywhere in Brazil!

The cultural heritage stems from the estimated four million slaves who were brought to the country over a 300-year period, at least four times as many as to the United States.

Brazil was the last country to abolish the slave trade in 1888. More than half of Brazilians now identify themselves as Black or of mixed race, according to the latest census.

Rio de Janeiro now has the most famous Carnival in the world, attracting [an estimated 1.1 million visitors to the city this year and with 5.3 million people taking part in street parties, according to the English language newspaper The Rio Times.](#)

Carnival, which is celebrated across Brazil, combines Samba -- music and dance which grew out of Brazil's Black neighborhoods -- and the Catholic tradition of celebrating the run-up to Lent brought by Portuguese colonialists.

After the abolition of slavery, the rituals of the Catholic former colonialists and their former slaves [merged to form the origins of modern Carnival, according to the Rio Times.](#)

One explanation for the origins of Carnival is that it began in a Catholic church, Our Lady of the Rosary, built by slaves in the 1700s whose masters wanted them to convert to Catholicism.

"The Black people that were part of this congregation, most of them came from Congo," said Joao Carlos Desales, a tour guide who took CNN around Rio de Janeiro.



Access this lesson plan via this link or by using your phone / tablet camera on the qr code

<http://lail.unm.edu/info/k-12-educators/assets/documents/brazilian-carnival-2-videos-and-1-article.pdf>



Extension Activity: *Explore Salvador, Brazil*

PERFECT DAY / SEASON 3 / BRAZIL

Author: Jihan Hafiz,

Photographer: Stephanie Foden,

1 March 2018

Salvador da Bahia is Africa's beating heart in Brazil. It's home to the largest population of Afro-Brazilians, and Salvador's residents, known as *soteropolitanos*, are proud to call their city "the Black Rome."

Everything from Carnival to government ceremonies in Bahia honors Salvador's African spirit. The city's motto, *terra da alegria* (land of happiness), stems from its proud African history, music, and culture of resilience. Yet, despite the capital's Black majority, the political and media powers of Bahia remain in the hands of the white elite. The imbalance and exclusion have led to festering social issues in the city.

Living for years in the charming yet complicated historic district helped me see the *duas caras* (two faces) this mystical city wears. The *cidade alta* (upper city) is built on a cliff and overlooks the *cidade baixa* (lower city). Under the Portuguese empire, the upper city was where the political elite lived, while the lower city was the economic district, where they handled their business, including the ports where African slaves arrived. Salvador's *duas caras* are also reflected in the fact that while the Brazilian government is happy to applaud its African city's Black



Learn more about Brazil's "Black Roman" city and access this lesson plan via this link or by using your phone / tablet camera on the qr code

<http://laii.unm.edu/info/k-12-educators/assets/documents/black-rome-in-the-americas-the-perfect-day-in-salvador.pdf>





Mini-Lesson on Carnaval



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Predictions: What Can We Expect to Feel at Carnaval?

What might we <u>*see*</u> ?	What might we <u>*hear*</u> ?	What might we <u>*smell*</u> ?
		
		<p data-bbox="1294 821 1845 949">Access this guided notesheet via this link or by using your phone / tablet camera on the qr code</p> <p data-bbox="1294 978 1883 1099">http://laii.unm.edu/info/k-12-educators/assets/documents/brazilian-carnaval_guided-notesheet.pdf</p> 

What Can We Expect to *Feel* at Carnaval?



(see slides 2-14) <http://lail.unm.edu/events/2019/11/carnaval-en-brasil,-puerto-rico,-espana.pdf>



What Can We Expect to *Feel* at Carnaval?



What Can We Expect to Feel at Carnaval?

“ From Samba and Carnaval to food, music and religion, African culture is everywhere in Brazil! The cultural heritage stems from the estimated four million slaves who were brought to the country over a 300-year period, at least four times as many as to the United States.

...

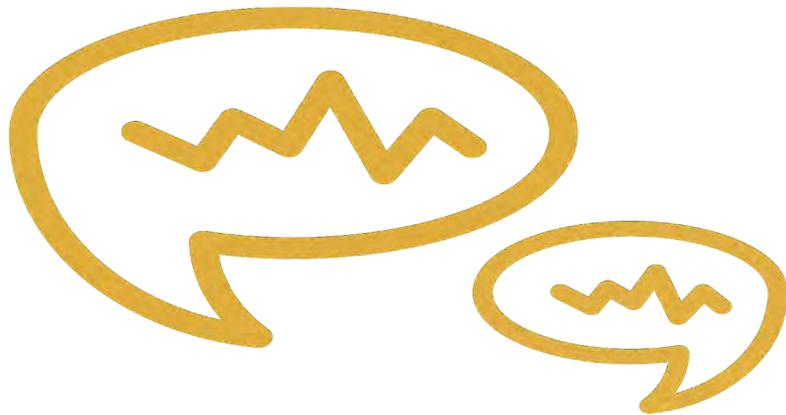
Rio de Janeiro now has the most famous Carnaval in the world, attracting [an estimated 1.1 million visitors to the city this year and with 5.3 million people taking part in street parties, according to the English language newspaper The Rio Times.](#)

Carnaval, which is celebrated across Brazil, combines Samba -- music and dance which grew out of Brazil's Black neighborhoods -- and the Catholic tradition of celebrating the run-up to Lent brought by Portuguese colonialists.”

This is an excerpt from: Shasta Darlington. 2013. "From Samba to Carnival: Brazil's Thriving African Culture." CNN. 24 July.

What Can We Expect to *Feel* at Carnaval?

Take about 5 minutes to talk with a partner or two about what you might expect to experience at Carnaval. Listen to your partners and add anything that they noted if it isn't in your notes already.



Wrap-Up

- What are 5 things we might expect to feel at Carnival?
- What are 2 questions that we still have about Carnival or Brazilian culture?

A vibrant, multi-colored mosaic wall with people walking on a path in the background. The mosaic features various patterns and colors, including red, yellow, blue, and green. The text is overlaid on a semi-transparent white box.

How would you adapt and incorporate this lesson into your class?



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Upcoming Events

Significant Afro-Latinx Figures

Friday, December 4 • 3:30 PM

Register at: bit.ly/34qfLHQ

Zooming in on Afro-Latinx Culture in Mexico

Friday, February 5 • 3:30 PM

Register at: bit.ly/3cZ8GSx

Call for K-12 Advisory Council

Meeting TBD

Stay in Touch!

- Marleen Linares-Gonzalez - Communication & Outreach Specialist (mlinares@unm.edu)
- LAll's Website
 - <https://lail.unm.edu/info/k-12-educators/index.html>
 - Subscribe to our listserv: <https://lail.unm.edu/connect-now.html>
- LAll Vamos a Leer Blog
 - <https://teachinglatinamericathroughliterature.wordpress.com>
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