

# Afro-Latinidad: Mexico

Afro-Latinidad describes members of the African diaspora who were brought to Latin America and have the world, bringing their are many culturally distinctive of Afro-Latinidad, diverse and rich manifested identity. African cultural ed Latin America for are obvious and others have many countries process of officially rec- of African decent. Teach- is essential when teach-



since immigrated all over culture with them. There tinct practices character- each region having a di- tion of this cross-cultural traditions have permeat- hundreds of years, some are subtle. Only recently even began to start the ognizing Latin Americans ing about Afro-Latinidad ing about Latin America.

## LEARNING OBJECTIVES

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

**Reading Standards for Informational Text K–5:** 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Speaking and Listening Standards K–5:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

# Gaspar Yanga: An Afro-Mexican Hero

“Gaspar Yanga is known as one of the first black liberators in the Americas by leading one of the most successful slave rebellions. After being forced into slavery on the sugar plantations in Veracruz, Mexico, he escaped around 1570. Gaspar and his followers headed into the mountainous terrain of Veracruz where they flourished unchallenged for nearly 30 years. His group constantly fended off Spanish military attacks. Years later, he was officially awarded land under a treaty.”

-Heroes of Color - Episode 2 / Gaspar Yanga <https://www.youtube.com/watch?v=jp3PQ-Z9hQ+>

**While reading the piece about Gaspar Yanga above, think about the meaning of the underlined words. Come up with definitions as a class and write them next to the corresponding word below. Then, come up with your own sentence using each word.**

1. **Liberator**- \_\_\_\_\_

\_\_\_\_\_

Sentence- \_\_\_\_\_

2. **Rebellion**- \_\_\_\_\_

\_\_\_\_\_

Sentence- \_\_\_\_\_

3. **Terrain**- \_\_\_\_\_

\_\_\_\_\_

Sentence- \_\_\_\_\_

4. **Flourished**- \_\_\_\_\_

\_\_\_\_\_

Sentence- \_\_\_\_\_

5. **Treaty**- \_\_\_\_\_

\_\_\_\_\_

Sentence- \_\_\_\_\_

**Think about the words and phrases below. Write down 3-5 words that pop into your head for each. If you need a clue, reread the piece about Gaspar Yanga from page 1 to see the words in context.**

**The Americas**

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**Slave Rebellion**

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**Sugar Plantation**

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**Mexico**

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**Spanish Military**

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**Listen** to Heroes of Color - Episode 2 / Gaspar Yanga. As you listen, **imagine** the scenes the narrator is describing. Your teacher will pause the video 6 times. During each pause you will work on your comic. After the first pause, **draw** what the narrator described in the first box, after the second pause, draw in the second box and so on. At the end you should have a full 6-frame comic strip. Access Video: <https://www.youtube.com/watch?v=jp3PQ-Z9hQ+>

\*\*Teachers: stop the video at the designated times listed next to the numbers in each frame below.

1. (:28)	2. (:37)	3. (:53)
4. (1:08)	5. (1:37)	6. (2:34)

Now **watch** the video. How does your comic compare to the illustrations of David Heredia?

**Discuss** the following questions as a class. **Write** down some of the main points you have or hear.

1. Who was Gaspar Yanga?

1. What was Yanga's life like before he escaped the sugar plantation?

1. How did Yanga and his people survive after they escaped?

1. What are some important ways that Yanga and his followers' lives changed after they escaped slavery?

1. What was the most important thing Yanga accomplished?