

# 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 and rich manifestation 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.

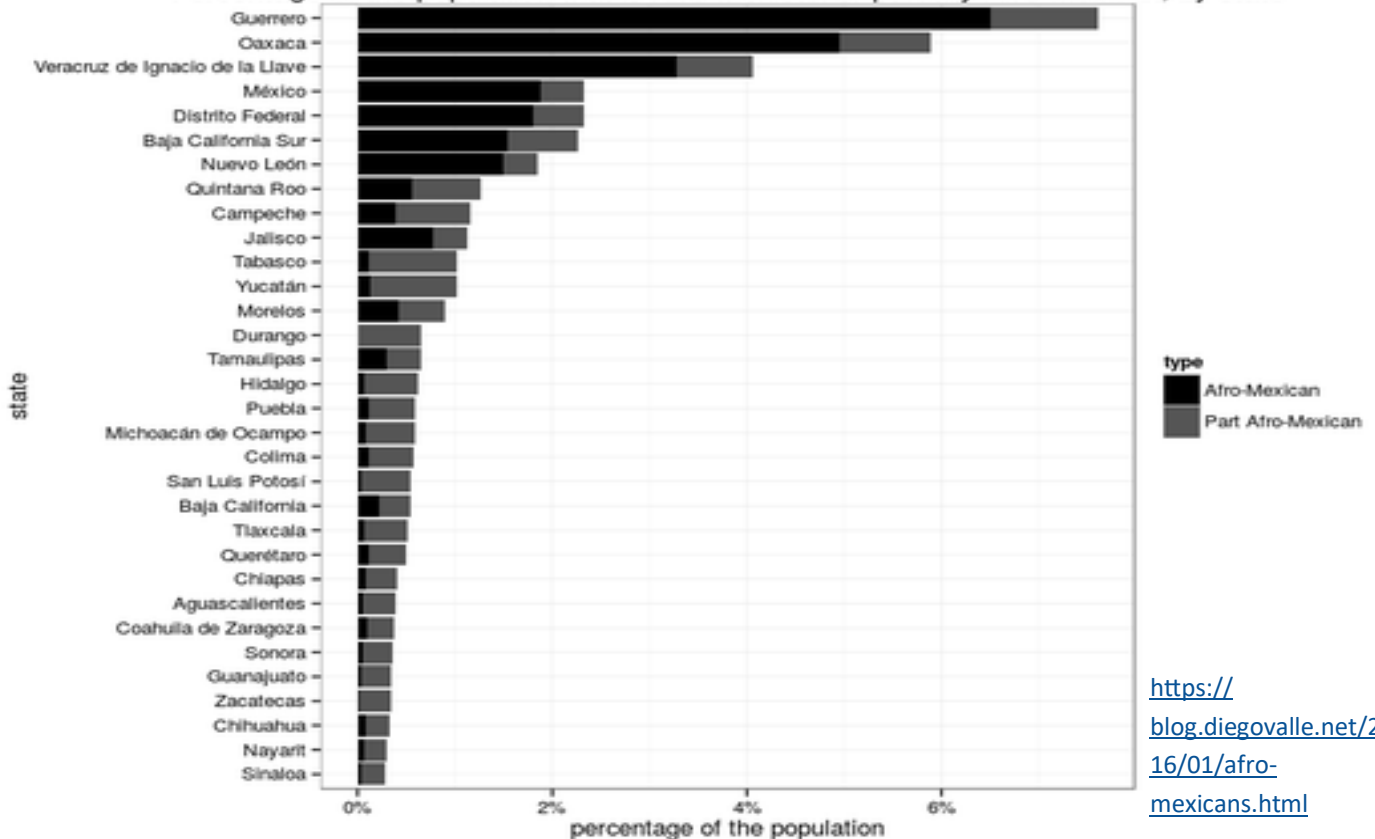
**Speaking and Listening Standards Grade 8:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 2. Analyze the purpose of information 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>



**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=uEtkb\\_Cts4&t=626s](https://www.youtube.com/watch?v=uEtkb_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?

