

## Afro-Latinidad: Mexico

Afro-Latinidad describes members of the African diaspora who were brought to Latin America and have since immigrated their culture with them. Distinct practices characteristic of Afro-Latinidad, each region having a diverse and multi-cultural identity. African immigrants to Latin America for obvious and others are not. In many countries even began to recognize Latin American history about Afro-Latinidad is Latin America.



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## LEARNING OBJECTIVES

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

**Speaking and Listening Standards 6–12:** 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 9–10 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. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **Language Standards 6-12:** Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **Reading Standards for Literacy in History/Social Studies 6–12:** 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

## **“El grito de Yanga: Una película de Veracruz”**

### **“Yanga’s Freedom Cry: A Film from Veracruz”**

FILM ABOUT GASPAR YANGA NOW AVAILABLE ONLINE

In the mountains of Veracruz from 1570 to 1609, a young African-born Gaspar Yanga led resistance against the Spanish and forced recognition of his group’s freedom, self-governance, and rights to the land. In the film “Imagine Freedom: Sounding Yanga’s Cry across Gulf Shores” Dolores Flores-Silva and Keith Cartwright address the legacy of this Maroon community and its founder through interviews with residents of Yanga, Veracruz, and adjacent towns.

The film pays homage to the Africans who won their freedom and examines how Yanga’s triumph and Afro-Mexican legacies still challenge us in spaces shaped by racial legacies across the Gulf.

As part of the Center’s SouthTalks series in February, Flores-Silva and Keith presented their film, which is now available online. After they were unable to show the film in person at various events in New Orleans, Louisiana; Havana, Cuba; and Campeche, Mexico, they wanted people to be able to view it during their moments of isolation.

Dolores Flores-Silva, from the Mexican Gulf state of Veracruz, is professor of Latin American literature and culture at Roanoke College. She writes on topics ranging from Maya poetry to Afro-Mexican history, and her publications as a poet, playwright, and translator traverse languages and borders.

Keith Cartwright is chair and professor of English at the University of North Florida and served as Fulbright-Robles Chair of US studies at Universidad de las Américas Puebla. Cartwright and Flores-Silva are collaborating on a book project and series of documentary films examining the Gulf of Mexico as a transnational region and enduring cross-cultural frontier.

By [Rebecca Lauck Cleary](#) on April 8th, 2020

**Class Discussion:** What do you know about Afro-Mexican culture? Have you ever heard of Gaspar Yanga before? If so, what have you heard?

Access the above article and film here: <https://southernstudies.olemiss.edu/film-about-gaspar-yanga-now-available-online/>

**Watch “Yanga’s Freedom Cry: A Film from Veracruz.” Answer the following questions as you watch.**

1. How does the narrator explain liberty?
2. Is Luis Martinez proud to be from Yanga? Why or why not?
3. How does he describe the town of Yanga to people who have never been there? Why is it important to him?
4. Where did the first slaves arrive in Mexico?
5. From what years did the slaves arrive?
6. Where was Yanga originally enslaved according to Antonio Carrera?
7. What year did Yanga escape?
8. How did Yanga survive after he escaped?

9. What is a Palenque?

10. When Yanga escaped and became leader what did he do to support himself and his people?

11. What did Yanga demand from the Spanish when they began negotiations?

12. What does the narrator mean by “the spark of liberty?” What is the spark?

13. What did the Spanish do to protect travelers on the Royal Highway?

14. What is the name of the town they created?

15. What did Yanga ask for at the time Cordoba was created? What was it called at the very beginning?

16. Describe the legend of the Mullata de Cordoba.

17. Why is Yanga important today?

18. What rights did he fight for?

19. What writer is responsible for the reemergence of Yanga's story?

20. According to Diana Alvarado Cruz, what is Yanga's most important message to Mexico?

21. What is important/unique about Mata Clara?

22. What is the Encuentro de Pueblos Negros? Why is it important?

23. What did UNESCO declare Yanga's monument to be?

**Long answer post-watch questions:** After watching the documentary and answering the questions above, consider the long answer questions below. Refer back to your notes, previous answers, or watch the scenes from the documentary again to develop your answers.

1. Consider the opening scenes of the documentary when the narrator is describing liberty. How would you describe liberty? What does it mean to you?

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2. Why are Yanga and Cordoba similar and/or connected and how are they different? Could one survive without the other?

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3. Why is Yanga depicted as a hero of Mexican independence in Jose Cadillo's mural in Mexico City? Why is this significant?

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4. What do you think Yanga's message to Mexico and the world is?

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**Vocabulary:** Consider the following list of words from the documentary. Write what you think the word means, then look up the meaning in the dictionary and write that under your own definition. Compare the 2, how did you do?

**Resonate** Your definition:

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\_\_\_\_\_.

Dictionary definition:

\_\_\_\_\_  
\_\_\_\_\_.

**Refugee** Your definition:

\_\_\_\_\_  
\_\_\_\_\_.

Dictionary definition:

\_\_\_\_\_  
\_\_\_\_\_.

**Pioneer** Your definition:

\_\_\_\_\_  
\_\_\_\_\_.

Dictionary definition:

\_\_\_\_\_  
\_\_\_\_\_.

**Authentic** Your definition:

\_\_\_\_\_  
\_\_\_\_\_.

Dictionary definition:

\_\_\_\_\_  
\_\_\_\_\_.

**Vestige** Your definition:

\_\_\_\_\_  
\_\_\_\_\_.

Dictionary definition:

\_\_\_\_\_  
\_\_\_\_\_.

**Fandango** Your definition:

\_\_\_\_\_  
\_\_\_\_\_.

Dictionary definition:

\_\_\_\_\_  
\_\_\_\_\_.