



**BLM**

**Lesson Title: What Afro-Latinos Want You to Know**

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**Grade Level: Middle School**

**Content Area: Humanities**

**Content standards:**

CCSSELA:

SL2 Interpret information from diverse media

SL1 Understanding multiple perspectives

Learning Standards for S.S.:

G1.6-8.2 Identify Locations

G2.6-8.5 Cultural Diffusion in the World

Social Justice Standards:

JU.6-8.11

JU.6-8.12

JU.6-8.14

ID.6-8.3

ID.6-8.5

DI.6-8.5

**Knowledge:** *students will know that...*  
Afro Latino people originated from Africa and that Afro Latinos are a diverse group of people with similarities and differences.

**Skills:** *students will be able to....*  
Read, interpret and analyze a map and discuss issues of identity around the experiences of Afro Latino people.  
  
Analyze different perspectives in a video and take notes.

**Essential Questions:** to guide the lesson discussions –

Who are Afro Latinos?

How do Afro Latinos experience different kinds of oppression and prejudice?

What messages do Afro Latinos want to communicate about their culture and agency?

**Teacher Preparation:** *[What background knowledge, research, and/or preparation should teacher have completed prior to teaching?]*

**Teachers should know:** African history did not begin in slavery and despite the horror and duration of enslavement of Africans, slavery occupies a minor time frame. History and development didn't happen in isolation of African agency. Slavery and Colonialism did victimize Africans, but Africans are not historically perpetual victims. Africans in antiquity had agency and made conscious choices which contributed to the development of humanity.

**Student Preparation:** *[What background knowledge, research, and/or preparation should students have completed prior to learning?]*

**Formative assessment along the way:**

Answers to the map questions

Responses to the videos

**Summative assessment of learning:** N/A

**Learning Plan** – sequence of experiences/activities/engagement students will have to attain knowledge/skills:

1. Display the map from the worksheet titled “English – Slave Trade Map with Questions”
  - a. Teacher can print the questions on half sheets of paper for students to respond to, based on the map.
  - b. Teacher may want to expand the discussion around which colonizers controlled the slave trade in different parts of both North and South America.
2. Show the video: “What Afro Latinos Want You to Know”
  - a. <https://www.youtube.com/watch?v=ZX7EmIYdeKA>
    - i. Have learners make a list of what the speakers want us know.
    - ii. Some guiding questions might be:
      1. What struggles, challenges do different Afro Latinos face?
      2. What positive messages do the speakers in the video want us to know?
      3. What is the overall message of the video?
      4. What lessons should we learn/take-away from the video?
3. Show the next video: “One Nación: Afro-Latinos”
  - a. <https://www.youtube.com/watch?v=PcHhvYCXbmQ>
    - i. In the video we hear from 3 different Afro Latinos. Have learners write at least one statement about the perspective of each person.
    - ii. Some guiding questions might be:
      1. What are the similarities and differences in their perspectives?
      2. How did each experience racism differently?
      3. What is the overall message of the video/
      4. What lessons should we learn/take-away from the video?

**Public product or performance that will demonstrate student learning:** N/A

**Text / Electronic Resource/Materials:**

1. The worksheet titled “English – Slave Trade Map with Questions”
2. The video: “What Afro Latinos Want You to Know” - <https://www.youtube.com/watch?v=ZX7EmIYdeKA>

3. The video: "One Nación: Afro-Latinos" - <https://www.youtube.com/watch?v=PcHhvYCXbmQ>

**Notes:**