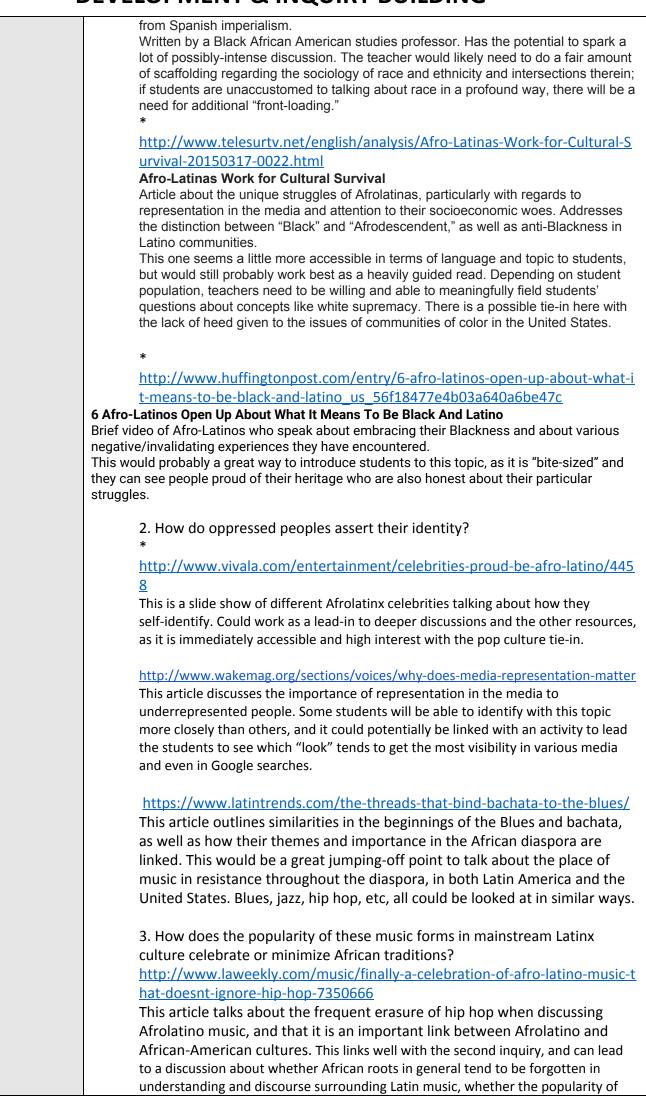
AFRICAN DIASPORA RESOURCES FOR CURRICULUM DEVELOPMENT & INQUIRY BUILDING

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Topic: Afrolatinx Identity and Resistance Through Music	
TOPIC DESCRIPTION	 Bachata, cumbia, salsa, reggaeton, mapale, and merengue have come up through African roots and communities. Students will explore how this music and dance have evolved from their roots and how people are able to express their unique identities through music.
	• Students will connect music as protest / identity in the history of Latin America both to its current role as such and possibly to its role in the U.S. as such.
STANDARDS ALLIGNED TO THIS TOPIC	 IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings. IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations. IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests. IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary. IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics. WH.H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causations. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues. WH.H.7.4 Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements
KEY CONCEPTS	 perspectives causal relationships influence of the past on the present
OTHER CONCEPTS TO CONSIDER	 Maintaining identity Resisting assimilation African roots of mainstream music Societal erasure
GENERALIZATIONS	 Enslaved peoples in Latin America used music as a means of resistance to their situation. African music and dance has endured in mainstream Latin American music such as bachata, cumbia, salsa, mapale, and merengue. People in other cultures have used music and dance to maintain their identity in spite of pressure to assimilate.
OVERARCHING INQUIRY QUESTIONS (Write the number of the resource for each	All of the articles below are written in English; teachers may opt to use the English to read and have the students produce in Spanish, or may choose to translate the articles into Spanish for the students to read.
question)	 How does society erase culture? <u>http://www.latinorebels.com/2015/10/16/la-melaza-que-llora-how-to-keep</u> <u>-the-term-afro-latino-from-losing-its-power/</u> "La melaza que llora: How to Keep the Term Afro-Latino from Losing Its Power" Article which examines the complexities of identifying oneself as Black and Latino, and whether the term "Afro-Latino" is an attempt to distance oneself from Black identity/politics. Also discusses the desire of many Latinos to separate themselves

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	Afrolatino music celebrates African roots, etc. I'd say this question would be answered differently almost by as many people as one would ask it too, and is an important one to consider, as there has been a lot of Black erasure in the music industry, particularly in the United States.
	<u>http://libraryguides.berea.edu/blog/celebrating-the-rich-heritage-of-african-</u> latin-music-and-jazz
	This link contains book titles that discuss history of various music styles, as well as artists that exemplify African-influenced Latin music, which students may be able to use for their own research as they expand on this topic.
ADDITIONAL	My vision of this is that there would be discussions and readings in class using the
RESOURCES	above resources, and then students might work in small groups, each given a
	different musical/dance style, to research and present on.