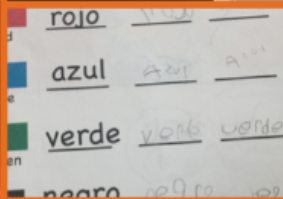


# BILINGUAL BROWN BABIES

Bolivia Unit  
Afrocentric Spanish  
Lesson Ideas

Bilingual  
Brown  
Babies



WRITTEN BY DR. KAMI J. ANDERSON



# ABOUT ME

***¡HOLA! ME LLAMO KAMI. YOUR LINGUISTIC MAMA DIVA AND SPANISH MAMA MENTOR.***

Like you, I am a busy mom. I have four curious and active children, who at the time this curriculum was written, are aged 12, 10 and 8 (twins).

I know it's a lot to juggle work, kids' activities and quality time with the schedule you have and the thought of adding language, although cool in theory, may not seem feasible. I get it. But I want to show you how to make using Spanish at home easy. I want you to do that. Use Spanish at home. My "right away, every day" language techniques are the best methods for Black families learning languages.

***I CHANGE THE WAY BLACK FAMILIES ARE SEEN THROUGH LANGUAGE.***

I am extraordinarily successful in teaching and leaving a lasting impact through language. I am **PASSIONATE** about languages, but most importantly, I am passionate about **YOU** and **YOUR FAMILY** using Spanish. Your level does not matter. If you're not afraid to jump in and get dirty with language for the sake of your kids' success, I'm right here with you. Let's do Spanish as a family.



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I'm so excited to offer you a sneak peek into my curriculum with the Bolivia Unit! Since I began teaching in 2002, I have shifted my perspective and seen how there are certain aspects of Afrocentric curriculum that canNOT be ignored. Specifically, I've been looking more closely at the ways in which the "white gaze" negatively impacts not only how we speak day-to-day in English but also how we learn other languages.

You'll see how the inclusion of sections is more reflective of Black Spanish practices on purpose in order to normalize all the ways we speak. You'll also see at the end of the unit how to highlight Black Spanish-speaking practices and critical language conversations into your classroom and lifestyle. The framework is based on research completed by April Baker-Bell in her 2020 self-proclaimed "manifesto" [\*Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy\*](#)

This unit is designed to not spoon-feed language lessons, but to provide you with a framework that complements your content standards and incorporates the critical aspects of Afrolatino history and culture. It is my hope this small taste will leave you craving more and you get your copy of the full curriculum too!

There are several key components to this unit that you will find in the larger curriculuml:

- Black history of Bolivia
- A blank map of the country
- Reflection questions that can serve as Pre/Post tests using the map
- Flags associated with the country
- Suggested vocabulary to review or teach while using this unit
- Cultural activities that can be done
- Mini-lesson on Black Language Pedagogy included a world language classroom friendly activity
- A way to connect with parents outside of the classroom to involve them with the learning experience!

## **BILINGUAL BROWN BABIES BOLIVIA UNIT**

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## **BOLIVIA**

Slaves were brought to Bolivia beginning in the 16th century to work in silver mines. The conditions were so terrible, that slaves could not work longer than four months in the mines. Toxic fumes and vapors, cave-ins, and explosions made being a slave in the silver mines extremely harsh.

The slaves were emancipated in 1827 and many freed Blacks moved to the Yungas. The Yungas, which is not far north from the city of La Paz, is where most of the country's coca is grown. In parts of the Yungas such as Coroico, Mururata, Chicaloma, Calacala-Coscoma, and Irupana are a large number of Bolivians of African heritage.

It has been estimated that 25,000 Afro-Bolivians live in the Yungas. Despite the Afro-Bolivian community fervently working to preserve their culture, many Afro-Bolivians have reported experiencing severe racism and feelings of isolation from society due to intolerance. Laws that actually criminalize racism and discrimination in Afro-Bolivia have slowly been ratified as the first anti-discriminatory law was passed in 2010 and was met with violent protesting and rioting. In 2009 President Evo Morales added amendments to the national constitution that outlined the rights of Afro-Bolivians and guaranteed the protection of such liberties. In addition to the country's constitution being updated in 2009, President Morales created the Vice Ministry for Decolonization to create policies that criminalize racism while working to improve literacy and create better race relations in Bolivia.

### **AFRO-BOLIVIAN MONARCHY**

The Afro-Bolivian Royal House is a ceremonial monarchy officially recognized as part of the Plurinational State in Bolivia. The royal house is the descendants of royalty that were brought to Bolivia as slaves. The founding monarch, Uchicho, was believed to be of Kongo and Senegalese origin and was brought to the Hacienda of the Marquis de Pinedo, in the area of Los Yungas in what is now La Paz Department. Other slaves allegedly recognized him as a man of regal background (a prince from the ancient Kingdom of Kongo) when seeing his torso exposed with royal tribal marks only held by royalty, later being crowned in 1823. The monarchy still lives on to the present day and the current Monarch, King Julio Pinedo is a direct descendant of him.

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*Flag for the Afro-Bolivian monarchy*

The biggest African influence in Bolivian culture is Saya music or La Saya. The word saya originates from Kikongo *nsaya*, referring to the act of singing while performing communal work. It involves Andean instruments incorporated with African percussion. The primary instrument is the drum, which was passed on by their African ancestors, along with gourds, shakers, and even jingles bells that are attached to their clothing on the ankle area.





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### MAP ACTIVITY

1. Locate and mark the capitol city on the map
2. Highlight the areas where the Black populations live in the country
3. Talk about the similarities to the other countries studied
4. Talk about the differences from the other countries studied

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## CULTURAL COMPONENT - CARNEVÁL

It's common knowledge that Carnival is a Catholic celebration that takes place in several countries around the world, just before the Lent season starts. But it is also a way to see all the cultures and ethnic groups that make up a country in one BIG party! At carnival, you will see Spanish, African and Indigenous influences through music, costumes, and dance.



Carnival in Barranquilla, Colombia photo courtesy of Journey Latin America

VOCABULARY	PRONUNCIATION	ENGLISH MEANING
el antifaz	ehl ahn-tee-FAHS	mask
la carroza	lah kah-RROH-sah	float
el desfile	ehl days-FEE-lay	parade
el disfraz	ehl dees-FRAHS	costume
los fuegos artificiales	lohs FWAY-gohs ahr-tee-fee-see-AH-lays	fireworks
el maquillaje	ehl mah-kee-YAH-hay	makeup
la peluca	lah pay-LOO-kah	wig

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## STUDENT PROJECT - Pick a Party

Choose a country from any of the units and learn more about how the Black populations celebrate carnival. Create your version of an “antifaz” or small scale “carroza!”

How to make a carnival mask: <https://www.firstpalette.com/craft/masquerade-mask.html>

How to make a shoebox float: [https://www.ehow.com/how\\_8392487\\_make-float-out-shoebox.html](https://www.ehow.com/how_8392487_make-float-out-shoebox.html)

## VOCABULARIO - LAS CARRERAS

*\*Nota: You will see in this vocabulary, there are two ways to say some of the words. In Spanish, there is gender attribution where female-identifying get one word and male-identifying get another word. If your family policy is to remain gender neutral, for now it is accepted to use the masculine form for both...that may change as we grow and learn! Below are few examples how of how it works:*

*un*

*una*

*maestro*

*maestra*

VOCABULARY	PRONUNCIATION	ENGLISH MEANING
un(a) traductor/a	oon/ah trah-dook-TOHR/AH	translator
un(a) maestro/a	oon/ah my-AYS-troh/ah	teacher
un(a) cocinero/a	oon/ah koh-see-NAYR-oh/ah	chef
un(a) médico/a	oon/ah MAY-dee-koh/ah	doctor
un(a) abogado/a	oon/ah ah-boh-GAH-doh/ah	lawyer
un(a) juez	oon/ah who-AYS	judge
un(a) trabajador/a de la construcción	oon/ah trah-bah-hah-DOHR/ah day lah kohn-strook-see-OHN	construction worker
un(a) empresario/a	oon/ah aym-prays-ah-DOHR/ah	business owner
un(a) fotógrafo/a	oon/ah foh-TOH-grah-foh/ah	photographer
un(a) escritor/a	oon/ah ays-kree-TOHR/ah	writer
un(a) ingeniero/a	oon/ah een-hayn-YAYR-oh/ah	engineer
un(a) arquitecto/a	oon/ah ahr-kee-TAYK-toh/a	architect
un(a) músico/a	oon/ah MOO-see-koh/ah	musician

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un(a) artista	oon/ah ahr-TEES-tah	entertainer
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## BLACK LANGUAGE PEDAGOGY - Imagining a Language of Solidarity

### *How to tame a wild tongue*

<https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf>

- How does Gloria deal with the ways in which she is told the ways she speaks are wrong?
- Who needs to change, Gloria or the people around her? Why?
- Write one rule for respecting the ways people may use Black Spanish.

## PARENTS' CORNER - LIFESTYLE CHANGES WITH LANGUAGE

This unit, your children are learning about careers. Get them to practice the future tense and talking their life's goals by asking these two questions:

¿Qué querías ser cuando serás adulto?

Their response: **Quería ser** \_\_\_\_\_.

¿Qué hacen los \_\_\_\_\_?

Their response: **Los** \_\_\_\_\_ (here is where they can practice their verbs!)

Like what you see? You can purchase the full curriculum using the QR code below:



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