African and Indigenous Brazil

Colonial Interruption and the Return of Living Traditions to the Center

First Name _____ Last Name _____

Date _____ Class _____

Grades 6 through 12 interdisciplinary Research Simulation Task

Essential Question

How did colonialism interrupt African and Indigenous cultural life in Brazil, and how can communities guide the return of living mores and folkways to the center?

NJSLS Social Studies

Grades 6 through 8 use 6.3.8.CivicsHR.1 to argue how human rights are protected. Grades 9 through 12 use 6.2.12.HistoryCC.1.f to analyze colonization, forced labor, and lasting cultural effects.

NJSLS English Language Arts

RI.CR.6.1, RI.CR.7.1, RI.CR.8.1, RI.CR.9–10.1, and RI.CR.11–12.1 address textual evidence. W.AW.6.1, W.AW.7.1, W.AW.8.1, W.AW.9–10.1, and W.AW.11–12.1 address arguments. Select the student’s grade.

CCLS Literacy Connections

RH.6–8.1, RH.9–10.1, and RH.11–12.1 support source evidence. WHST.6–8.1, WHST.9–10.1, and WHST.11–12.1 support arguments. These are Common Core connections, separate from NJSLS.

Interdisciplinary and Amistad Alignment

History examines enslavement, Indigenous knowledge, resistance, and cultural rights. Geography studies place and movement. Mathematics interprets mean, range, and percentage. Science tests a sound model. Amistad connections center African humanity, agency, and contributions across the diaspora.

Day 1 Histories Before Colonial Categories

Do Now

What can a family or community teach through daily practice that a textbook might overlook?

Source A Peoples Knowledge and Living Traditions

Indigenous peoples in the territory now called Brazil have distinct languages, histories, and ways of organizing community life. FUNAI describes this diversity in both Indigenous territories and urban settings. The histories of peoples such as the Guarani, Tikúna, and Yanomami cannot be reduced to one generic identity. Knowledge about territory, making objects, language, and relationships is part of living cultural heritage. [1, 2]

African people also had histories, languages, and knowledge before their forced transportation to Brazil. Enslavement interrupted their lives. It did not create their humanity or begin their history. Descendants sustained and developed practices that became central to Brazilian life, including capoeira and samba de roda. [4, 7, 8]

Mores are strongly held expectations about right conduct. Folkways are customary ways of doing everyday things. An expectation to seek permission before sharing knowledge may express a more. A customary greeting may be a folkway. These analytical examples do not describe every community.

Culture includes responsibilities, memory, and ways of learning as well as public performances. Communities can adapt a practice while maintaining meaningful continuity. A living tradition belongs to people who teach, practice, and interpret it.

Quick Write

Explain the difference between mores and folkways. Use Source A to explain why African and Indigenous histories must begin before colonial descriptions.