African and Indigenous Uruguay

Colonial Interruption and the Return of Living Traditions to the Center

First Name _____ Last Name _____ Date _____

Grades 6 through 12 interdisciplinary Research Simulation Task

Essential Question

How did colonialism interrupt African and Indigenous cultural life in Uruguay, and why should living communities guide its return 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 assess colonization, forced labor, and enduring 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 and civics examine enslavement, dispossession, agency, and cultural rights. Geography studies place and movement. Mathematics uses mean, range, and percentage. Science examines sound evidence. Amistad connections center African humanity and contributions across the diaspora. The teacher guide provides grade specific extensions.

Day 1 Peoples Before the Colonial Narrative

Do Now

What can a community teach children through daily practices that a textbook might miss?

Source A Peoples and Living Traditions

Indigenous history in the territory now called Uruguay includes Charrúa, Chaná, Guaraní, and other peoples. Their histories extend beyond today’s borders. Research and living communities challenge the claim that Indigenous people vanished. Ancestry can help investigate family history, but DNA alone cannot tell us someone’s language, beliefs, or community responsibilities. [1]

Mores are strongly held expectations about right conduct. Folkways are customary ways of doing everyday things. Respectful ways of sharing knowledge may express a moral expectation, while a customary greeting may be a folkway. These are analytical examples, not claims that every community follows the same rules.

African people also brought histories, knowledge, and cultural identities when they were forcibly transported to this region. Their lives did not begin with enslavement. Descendants helped create Uruguay’s candombe traditions, passing knowledge through families and neighborhood participation. [3, 6]

Studying living traditions means asking who teaches, who learns, and how a practice changes. Cultural continuity is a relationship between generations. It does not require every generation to live exactly as its ancestors did.

Quick Write

Explain the difference between a more and a folkway. Then use Source A to explain why a community’s history cannot begin with colonial records.