

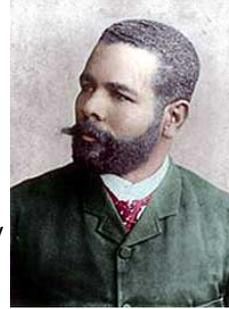
African American Voices Lesson Plans

Lesson Plan: Antonio Maceo: The Titan of Bronze
A Historical Timeline

Subject: Social Studies

Grade level: 9, 11, 12

NGSSS-SS: **SS.912.A.1.3:** Use research and inquiry skills to analyze American history using primary and secondary sources.



**Description/
Abstract of Lesson:** After reading about the experiences and struggles of Antonio Maceo, Afro-Cuban Lieutenant General in the Cuban War for Independence, the students will demonstrate comprehension of the literature by creating a time line highlighting major events in Maceo's life.

Objective(s): The students will

- Demonstrate comprehension for multicultural perspectives on historical events.
- Exhibit logical sequencing of major historical events.
- Display understanding of proper cause and effect relationships.

Materials:

- Internet resources
- Time Line worksheet (attached)

Duration: 1 class period

**Lesson Lead In/
Opening:**

1. The teacher will play the Cuban National Anthem. (National anthems can be downloaded through (<http://www.national-anthems.net/CU>))
2. The teacher will emphasize to the students that throughout the Americas (not just in the United States) there have been leaders of African descent that have fought against slavery and for the rights of their people.
3. Introduce Antonio Maceo as being, right before his death, second in command of the Cuban Independence Army and an abolitionist against slavery.

Activity:

1. Have the students read and discuss a biography on the life and times of Antonio Maceo using reciprocal teaching methods. Be sure to write unfamiliar (especially Spanish) words on the board and define them as a class in order to foster stronger comprehension of the lesson.

The following websites include biographies on Maceo:

http://en.wikipedia.org/wiki/Antonio_Maceo_Grajales

<http://www.historyofcuba.com/history/havana/maceo.htm>

http://library.thinkquest.org/18355/antonio_maceo.html

<http://198.62.75.1/www2/fcf/antonio.maceo.ff.html>

Vocabulary Words to Consider in the Lesson:

Titan

El grito de Yara (The cry of Yara)

La Guerra de los Diez Años (The Ten Years War)

Brigadier General

Pacto del Zanjón (Pact of Zanjón)

Protesta de Baraguá (Protest of Baraguá)

Guerra Chiquita (Small War)

Mambi Army

2. Divide the students into groups. Have each group create a timeline highlighting the most important events in Maceo's life. Have them emphasize cause and effect relationships throughout. (Example: immediately after the Pact of Zanjón entry should be Maceo's response, "The Protest of Baraguá.")

Example of a timeline on Maceo available at:

<http://www.historyofcuba.com/history/mactime1.htm>

3. Upon completion, have the students share their timelines with the class.

Higher Order

Thinking Questions:

1. Why would you suppose the Spanish were accusing Maceo of attempting to form a Black revolution in Cuba?
2. Are there any ways that Maceo could be compared to Toussaint L'Ouverture of Haiti? How so?
3. How did Maceo's refusal to compromise with the Spanish mark him as a threat to the established Spanish way of life in Cuba? What was the main issue Maceo refused to compromise about?
4. Southern (and later Confederate) slave owners contemplated attacking and gaining possession of Cuba because of its vast slave-based sugar plantations. Segregation also became the law of the land towards the latter portion of Maceo's life. If we presume that Maceo was aware of these attitudes and issues, do you believe he would have welcomed U.S. intervention had he survived? Why or why not?

**Cross Cultural
Extended Lesson:**

Have students create a chart comparing and contrasting the philosophies and accomplishments of Antonio Maceo, Nat Turner, Denmark Vesey and Toussaint L'Ouverture.

Assessment:

- Evaluate timelines according to historical accuracy, grammar and neatness.
- Consider cooperation grade in group activity.

**Suggested Books
In Lesson:**

Rogers, J. A. (1996) World's Great Men of Color, Volume II, Touchstone

Foner, P. S. (1977) Antonio Maceo : the "bronze titan" of Cuba's struggle for independence, New York: Monthly Review Press