From the Bronze Titan to Fidel Castro

The Liberation of Cuba

First Name _____ Last Name _____

Date _____ Class _____

Grades 6 through 12 Interdisciplinary Research Simulation Task

Essential Question

How did Cubans define and pursue liberation across different generations, and what evidence helps us evaluate the results?

NJSLS Social Studies

6.2.12.HistoryCC.1.f examines colonization, forced labor, and cultural effects. Historical inquiry compares chronology, perspectives, and claims. High school historical content is scaffolded for middle school rather than presented as a direct match to its ancient world chronology.

NJSLS English Language Arts

RI.CR.6.1 and W.AW.6.1 support textual evidence and argument. Extend to RI.CR.9–10.1 and W.AW.9–10.1, then RI.CR.11–12.1 and W.AW.11–12.1 through increasingly independent analysis.

CCLS Literacy Connections

RH.6–8.1, RH.6–8.2, RH.6–8.7 and WHST.6–8.1. Extend evidence analysis and argument through RH.9–10.1, RH.11–12.1 and corresponding WHST grade bands. These complement New Jersey standards.

Interdisciplinary and Amistad Alignment

Center Afro Cuban leadership, abolition, and the African diaspora. Connect history and civics with geography, ELA argument, mathematical models, and controlled scientific comparison. Distinguish freedom from enslavement, national independence, and equal political rights.

Day 1 Antonio Maceo and the Meaning of Freedom

Do Now

Can a nation be independent while some of its people remain enslaved? Explain.

Source A The Bronze Titan

Antonio Maceo Grajales was a leading Afro Cuban general in the struggle against Spanish colonial rule. Known as the Bronze Titan, he joined the independence struggle in 1868 during the Ten Years War. His leadership challenges a history that treats people of African descent only as laborers or victims. They also organized and commanded armies, developed political goals, and helped shape nations. [1, 2]

Maceo linked independence to abolition. In 1878 he rejected a settlement that did not secure both Cuban independence and the end of slavery. His refusal became associated with the Protest of Baraguá. The disagreement asked a fundamental question about peace. Was ending the fighting enough if the political conditions that caused it remained? His resistance did not bring immediate victory, and he went into exile. [1, 2]

Cuba abolished legal slavery in 1886, years before Spain’s rule ended. These were different changes. Abolition ended a legal institution that treated people as property. Independence concerned who governed the island. Neither change alone proves that racial equality had been achieved. [3]

Quick Write

Explain why Maceo considered abolition and independence connected goals. Use two details from Source A.