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## *Propuesta de actividades y objetivos para la vinculación de la historia local con la historia nacional*

## *Proposal of activities and objectives to link local history with national history*

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**Resumen:** Constituye una problemática el carente conocimiento que tienen los estudiantes del Centro Universitario Municipal de Manuel Tames sobre la historia de la localidad. Para contribuir a la solución de esta se propone la incorporación de objetivos instructivos y de actividades docentes que guardan relación con la historia local en los temas del programa Historia de Cuba que se imparte en la Universidad.

**Palabras clave:** Historia de Cuba; Historia de la localidad; Educación superior; Fuentes históricas

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**Abstract:** It is problematic the lack of knowledge of the students of the Municipal University Center of Manuel Tames on the history of the locality. In order to contribute to the solution, it is proposed the incorporation of instructive objectives and of educational activities that relate to the local history in the topics of the program History of Cuba taught at the university.

**Keywords:** Cuban history; History of the locality; Higher education; Historical sources

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## **Introduction**

The study of history plays an important role in the communist education and in the intellectual development of students, contributes to the education of the scientific conception of the world in them, to their political and moral education, to the strengthening of aesthetic taste and ideas, overcoming of the general level, and the development of cognitive independence and values.

In particular, the teaching of the History of Cuba as a science has been addressed by pedagogues and historians, and is aimed at understanding the essence of social phenomena,

their causes and the criteria for judging and evaluating them; to form convictions and develop feelings of rejection of cruel and unjust policies, in particular to the historical aspirations of domination of the island by the North American empire. But this national history can not be taught without its link with local history, since the latter nourishes with facts, processes and figures the historical-cultural events of the first.

The study of the events that occurred in the locality and of the people who participate in them allows a better understanding of the most important events at the national level. Núñez (2002), referring to the teaching of local history in Cuba, states that one of the main difficulties that still exists with regard to the knowledge of national and local history is that a coherent methodological treatment has not been achieved in all cases, balanced in the relationship of National-Local History according to the objectives for each level of education.

Weaknesses are also seen in the methodological guidelines aimed at teachers to achieve a better treatment of local history in the programs of History of Cuba. In the two interviews conducted with four professors of the specialty, a survey to 10 students in the second year of the Accounting and Finance major, three observations through the classroom controls to the teachers who teach the subject History of Cuba, the realization of exchange spaces with teachers and students of the Accounting and Finance major of the Faculty of Economic and Business Sciences as part of the university extension activities on the knowledge they have about the main historical events of the municipality, and the experience of the authors in the teaching of this subject, it was found that there is an adequate level of knowledge of the local history of the municipality Manuel Tames that has not yet been achieved that the educational process fully resolves the lack of knowledge about history of the location or municipality that these students present because:

- The best experiences that the teaching of local history have developed in the municipality are not always generalized.
- Students do not study complementary bibliographies that provide information about the locality.
- In the textbooks used to teach History of Cuba, only national facts are analyzed.

In this way, research is a significant element related to the search for ways to prepare teachers who teach History of Cuba to properly conduct the teaching-learning process of this subject through a proper linkage of national history with the local history. Therefore, it is suggested the incorporation of instructional objectives and teaching activities related to local history in the topics of the History of Cuba program.

## **Development**

### **Local history in the work of the pedagogue**

With regard to the treatment of local history, the research of Acebo (1990) stands out, who for the first time openly and explicitly includes pedagogical elements for the treatment of local history; Torres (1992, 1996), Núñez (1993), Zanetti (1995), Reyes (1999), Palomo (2001), Laurencio (2002), who propose viable solutions to the problem that make possible the extension and improvement of regional studies, and the increase of the number of documentary and bibliographical sources to support the teaching and historiographic work.

As part of these investigations, Acebo (1990) defines local history as "The study made by the students under the direction of the teacher of the facts, phenomena and singular and local processes, in their relation with the national historical evolution" (p.22). It is wise to recognize the teaching of the history of the locality as a resource of approximation of the student to the peculiar climate of the fact, process, phenomenon or local or national personality studied.

From this perspective, proximity will be supported by the stimulation of the affective relationship with the past, a temporal dimension that guarantees rational explanations about the present and future of the subject in training. This factor conditions a vision of history as a logical past-present-future relation, in such a way that a break with the retrograde conception of history as a science of a static past takes place.

Being precisely one of the priority elements of teaching history to demonstrate the presence of the past in today's life, the study of local history contributes to the student's response to the many questions surrounding the socio-cultural reality where it is developed, result of the experiential exchange of this with its environment, and make national history more

meaningful and proper, recognizing itself not only as a recorder of its passage through social life, but as a protagonist and daily builder of it.

The insertion of local history in teaching contributes to the development of teaching skills such as comparison, observation, description, narration, exemplification, analysis and synthesis as well as the abstraction, assessment, explanation and work with historical sources. In this integration "the comparison emerges as an implicit skill in linking national history-local history, because when using the inductive and deductive pathways, even unintentionally, the teacher during the objective, finds confrontation of the event or local phenomenon with the national where the student mentally establishes similarities and differences" (Laurencio, 2002, p.50).

In addition to this ability, the student can develop others related, such as:

- Observation, since students can directly investigate historical facts, reflect on what, why and who is observed, and draw conclusions.
- The description and the narration.
- The exemplification, as long as the non hyperbolization of local events is taken into account with respect to those of historical importance of the nation, the adequate conception and direction of this ability allows, in an inductive or deductive way, the manifestation of the general by means of particular examples, which leads to a greater understanding of the global in the field of historical knowledge.

The teacher of History Cuba must use local history so that students can come up with concepts and draw definitions that are more abstract in the general context of national history.

Work with historical sources finds significant potential in local history by enabling access to primary sources. In this regard Acebo (1990) points out: "regardless of the wealth, or not, of original objects that have the Municipal Museum, the degree of conservation of places and buildings." The existence to a greater or lesser extent of witnesses or participants in events of a historical nature, etc., it is undoubted that taking into account local sources enriches the spectrum of possibilities to organize the student's independent work and favor conscious assimilation (p.49).

The lack of knowledge of the students about the local history demands that the professors achieve a coherent and balanced methodological treatment in the relation of the national history with the local history according to the objectives of each level of education and from the conception that history can be learned from everyday life, related with society, and taking advantage of the cultural and axiological potential offered by the community.

The local history is not an end in itself, but a pedagogical means to achieve that, with the knowledge of the facts, processes and personalities more significant of the locality, the knowledge of the national history is strengthened. It would be a mistake to approach local history as an independent class or to present local material without achieving its organic and coherent insertion in the national. For this it is necessary to conceive the treatment of the local material within the general methodological treatment, with the definition of objectives, activities of the teacher and the student, and the form of evaluation.

The incorporation of local history in teaching requires different ways to implement it. The class, although it is not the only way, is the most important, in it the local is incorporated in a logical and coherent way in its link with the national events that are being analyzed.

Starting from the objectives that the program of History of Cuba contains in the instructional order for the academic formation of the students of the majors studied in the Municipal University Centers, a proposal is made in which objectives related to the local history are incorporated and teaching activities are suggested.

### **Objectives of the subject**

Defend the scientific conception of the Cuban revolutionary process by studying the struggle traditions of the Cuban people and their main representatives as historical continuity which allows the formation of patriotic, ethical and humanist convictions, as well as the acquisition of a historical culture.

### **Knowledge system**

- The Cuban revolutionary process is linked to the fighting traditions of our country and is unique, continuous and upward.

- In the Cuban political thought are faithful representatives in the different moments of the revolutionary struggle, especially José Martí, Julio Antonio Mella, Ernesto Che Guevara and Fidel Castro, as well as local personalities among which stand out Cristina Pérez Pérez, Manuel Tames, Silverio Guerra, the Araujo brothers.
- US power circles have been our historical enemies.
- The behavior of the unity factor in the Cuban and local revolutionary process.
- The history of our country and the locality is the expression of compliance with the general laws of social development and its particularities.

### **Skills system**

- Develop skills of logical thinking in independent work such as analysis and synthesis, comparison, assessment, explanation, demonstration, argumentation, interpretation, among others.
- Creatively apply the theoretical methodological tools of Marxism-Leninism in the analysis of the Cuban and local historical process.
- Explain through the socio-humanist approach the main facts and characteristics of the protagonists of the Cuban and local revolutionary process.
- Evaluate and critically evaluate the information contained in the teaching bibliography.
- Communicate in a coherent and correct way the content and logic of the subject through written and oral reports.
- Use technological tools of information, monumental stones, monuments, museums and other historical sources.

### **Core values that the major taxes:**

- Patriotism
- Responsibility
- Solidarity
- Inconditionality

- Dignity
- Freedom
- Revolutionary intransigence
- Courage
- Fidelity
- Internationalism

### **Thematic Plan**

Total: eight meetings.

**Topic 1-** From Creole to Cuban society (a meeting)

**Topic 2-** The struggle for independence and national liberation against Spanish colonialism (1868- 1898) (two meetings)

**Topic 3-** The Neocolonial system. Definition, Consolidation and Crisis (1899-1925) (a meeting)

**Topic 4-** The crisis and the overthrow of the neocolonial system (1925-1958) (two meetings)

**Topic 5-** The Cuban Revolution in power. Transformations and significance (two meetings)

**Instructional objectives to be incorporated by subject, with their respective activities.**

**Topic 1:** From Creole to Cuban society

#### **Objectives:**

- To know about the aboriginal presence in the locality, and the fundamental characteristics of the Cuban colonial society and its specificities from the process of conquest and colonization in their locality.
- Analyze the concept of nationality understood as a feeling of belonging to the place (country, province, town) in which the student is born and lives.

#### **Content:**

- Aboriginal settlement in the community. La Caridad de los Indios community.
- Division of the first lands.
- La Ranchería village foundation.

**Activities:**

- a) What criteria exist on the date of foundation of the community La Caridad de los Indios?
- b) Expose the versions about the names of La Caridad de los Indios and La Ranchería.
- c) Investigate the traditions maintained by our ancestors in La Ranchería

**Bibliography:**

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The Managüí Journal. Historical Research Section. Provincial Committee of the PCC  
Guantánamo. Year III, No. 8 1988

**Topic 2:** The struggle for national liberation: war and revolution (1868 - 1898)

**Objectives:**

- To know about the participation of the inhabitants of Manuel Tames in the wars of independence.
- Analyse the figures that stood out in the locality during this period.
- Know the socio-economic transformations that occurred in this period in your locality and its incidence in the social structure.

**Content:**

- La Guerra Chiquita (1879-1880). Featured figures and main scenarios. Causes of its failure. Historical significance.
- Historical significance of the Ojo de Agua combat.
- Events of February 24, 1895 in El Yarey.
- The role of women during this process. Role played by Cristina Pérez Pérez

**Activities:**

- a) What evidence shows the development of the Guerra Chiquita in our territory? What figures stood out? What is its significance?
- b) What actions took place in the town of El Yarey on February 24, 1895? How does this event relate to the start of the 1895 war?
- c) Refer to the main figures that stood out in this event.
- d) Value the role played by them.
- e) Demonstrate with concrete elements the presence of José Martí in our territory. Value the historical significance of this event.
- f) Assess the role played by Cristina Pérez Pérez during the revolutionary process

**Bibliography:**

Unpublished work. History of the locality of the Manuel Tames municipality.

Sánchez Guerra, José. Mambisas Guantanameras. Editorial El mar y la montaña, 2000

**Topic 3:** The neocolonial system: definition, consolidation and crisis (1898 - 1925)

**Objectives:**

- To know the opposition of the tamenses to the North American intervention and the socioeconomic characteristics of the municipality in the analyzed stage.
- Value the role of different social groups in this stage in your locality.

**Content:**

- Protests of the Tamenses by the North American military intervention.

**Activities:**

- a) Investigate the attitude of the residents of Manuel Tames before the US military occupation of their territory.
- b) Mention the developed actions that demonstrate the assumed attitude.

**Bibliography:**

Synthesis of Local History (Revised Selection of Local History Municipal Museum).

#### **Topic 4:** Crisis and overthrow of the neocolonial system (1925 - 1958)

##### **Objectives:**

- Analyze the historical necessity of the revolutionary solution, the social problems of the country and the locality where students live.

##### **Content:**

- Participation of the Tamense people in the fight against the dictatorship.

##### **Activities:**

- a) Mention the actions that show the confrontation of the town of Manuel Tames to the government of Gerardo Machado.
- b) Investigate which organization played the leading role in the antimachadista struggle of the Tamense people.

##### **Bibliography:**

Unpublished work. History of the Locality of the Manuel Tames municipality.

#### **Topic 5:** The Cuban revolution: transformations and significance

##### **Objectives:**

- Analyze the characteristics and peculiarities of the Cuban revolutionary process in Manuel Tames.
- Know the main transformations that this town suffered as a result of the revolutionary work since January 1, 1959.
- Value the historical significance of the Cuban revolution for its municipality, province and the world.
- Value the role played by the Tamense people in the victory of Playa Girón. Mention some personalities that stood out in this action.

##### **Content:**

- Incidents of the Tamense people in the victory of Playa Girón.
- Revolutionary interventions.

- Fight against bandits.
- Local transformations in education, health, social institutions, social property.

### **Activities:**

- a) What incidents show the participation of the Tamense people in the victory of Playa Girón?
- b) What figures stood out in these events?
- c) Refer to the main transformations carried out in the territory in the economic, political and social sphere since the first moments of the triumph of the Revolution.

### **Bibliography:**

History of the locality of the Manuel Tames municipality.

### **Conclusions**

The insertion of the history of the locality in the program of History of Cuba that is taught in the Municipal University Center stimulates the study of the national history and contributes to the formation of philosophical, historical, sociological, ethical, and political values in the university students, and the understanding of the processes of the past, to better understand the present and to fight for a better future. The analysis of the theoretical and methodological foundations for the teaching of local history made possible to verify that the teachers and students of the Municipal University Center of Manuel Tames have sufficient bibliography- research works, information in museums, the archive of history, signposts and historical monuments - for their preparation on this topic.

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