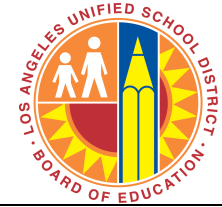




Castro and the United States Lesson	
Central Historical Question: How did Fidel Castro view the United States?	
California State Standard(s)	<p>10.9.3 Students analyze international developments in the post-WWII World. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p> <p>11.9.3 Students analyze U.S. foreign policy since World War II. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: The Bay of Pigs invasion and the Cuban Missile Crisis</p>
Common Core State Standard(s):	
<p style="text-align: center;">Reading</p> <p>1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>8: Assess the extent to which the reasoning and evidence in a</p>	<p style="text-align: center;">Writing</p> <p>1: Write arguments focused on discipline-specific content.</p> <p style="padding-left: 20px;">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9: Draw evidence from informational texts to support analysis,</p>

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READING LIKE A HISTORIAN



text support the author's claims.

10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

reflection, and research.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.