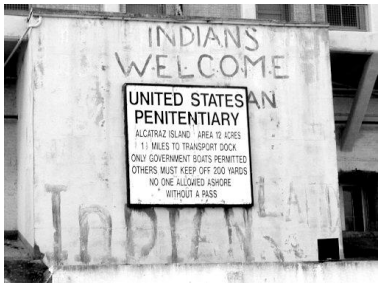


Alcatraz Uncovered

The Archeology of a Famous Island

Goals and Objectives

How can archeology deepen my understanding of a place?

This essential question frames *Alcatraz Uncovered* and is meant to allow students to engage in archeological inquiry on Alcatraz Island. The essential question:

1. Reflects the essence of what they will study without directing them to one correct answer.
2. Provokes "how" or "why" questions rather than "what" questions.
3. Applies to places beyond Alcatraz Island.
4. Invites discussion from everyone based on both experience and understanding.

Students will understand and explain the stories and enduring symbolism of Alcatraz Island from the perspective of an archeologist. Through the case study of Alcatraz Island, students learn essential skills, apply them to a tangible local model, and recognize that archeology and historical analysis can be used to interpret many areas around them.

Ties to the Curriculum – Social Studies

Alcatraz Uncovered uses archeological methods to uncover different layers of history and to understand the role of historic preservation at a National Historic Landmark. Utilizing the various disciplines that study the past, students will learn how to collect and identify evidence, reconstruct the past from this evidence, and determine how judgments about the past are largely based on points of view. The activities are designed to challenge students to use critical thinking and observational skills to draw conclusions about the meaning and significance of the

natural and built environment. In the classroom or in the park, each lesson is designed to help students meet Social Studies Education Standards.

Program Description

The program is divided into classroom-based introductory lessons, a field program on Alcatraz Island, and a culminating essay in which students illustrate what they learned during the program. The lesson plans include a summary, expected duration, materials list, and facilitation procedure. Handouts and other relevant information that the teacher may use at her/his discretion accompany the lessons.

Authentic Assessment

An inquiry approach to the pre-visit photograph and artifact activities in the classroom improves the field program. Students are focused on the careful inquiry of the island as they search for answers to their questions, and they are able to consider the essential question with greater confidence. The National Park Service representative is able to conduct a simple assessment of students' experiences at the end of the field program by reviewing the field journals in which students have written their questions and responses.

Students also will be asked to consider and answer these two questions:

1. What are three types of evidence that archeologists use?
2. How has archeology deepened my understanding of Alcatraz history?

Further assessment is available for the teacher when students return to class and complete one of the post-visit lessons.

Program Logistics

Please take careful note of the following:

- **Ideally classes should arrive at Pier 31–33 (Alcatraz Cruises) by 8:45 a.m. to board the first ferry at 9:00 a.m. Teachers will need to make specific arrangements with NPS staff for boat transportation and timing.**

- The teacher and at least two other adult chaperones must accompany classes. It is desirable to have as many adult chaperones as possible to help facilitate the field visit.

- Students will conduct their work in groups of approximately four. These groups should be organized prior to the field session on Alcatraz.

- Clothing appropriate to the nature of the activities and weather conditions at the park is required. Advise students to dress in layers to accommodate the variable temperatures characteristic of the island. Advise them to wear shoes suitable for walking on uneven pavement.

- Arrangements can be made to accommodate most students with special needs. Please discuss specific circumstances with National Park Service staff prior to your visit.

Alcatraz Uncovered

SUMMARY OF INSTRUCTIONAL ACTIVITIES

Classroom Preparation

What do I already know about Alcatraz Island? – page 6

- Students discuss and record their impressions and knowledge of Alcatraz.
- Students view short DVD that introduces them to Alcatraz and the park investigation.

How do pictures tell a story about Alcatraz? – page 22

- Students examine and draw conclusions from historic photographs and drawings depicting different periods in the island's history.

How do artifacts tell a story about Alcatraz? – page 46

- A National Park Service representative facilitates an activity with artifacts. Students compare, contrast, and match artifacts representing different people and wildlife that have interacted with and had an impact on the island during specific time periods.

National Park Field Session

How am I going to use archeology to experience Alcatraz? – page 48

- Students apply their knowledge and observational skills to detect layers of history on Alcatraz Island. They conduct activities at specific stations and design focus questions in their field journals.

Culminating Projects

How can I demonstrate what I have learned? – page 49

- Students write a short essay from the perspective of an archeologist.
- Students design their own archeological inquiry.

Lesson 1:

What do I already know about Alcatraz Island?

Summary

Teacher will ask students to form small groups of four. Students share their knowledge and impressions of Alcatraz Island within their groups and record knowledge and interests. Then, they share with the class.

Students read *Archeology and Alcatraz*. Students become acquainted with the vocabulary of archeology through the vocabulary list and crossword puzzle. Then students generate questions they have about Alcatraz.

Time

1 hour

Materials

- *Archeology and Alcatraz* handout
- Vocabulary list
- Vocabulary Crossword Puzzle: Digging Words
- *Alcatraz Uncovered* DVD

Lesson

Teacher explains to the class that they will visit Alcatraz Island to conduct an archeological investigation. The class will break into small groups of four, then brainstorm and record what they know about Alcatraz Island. They will also record any questions they have. At the end of the unit, they may compare this prior knowledge (or assumptions) to all they have learned.

Teacher distributes *Archeology and Alcatraz*. Students read the handout.

Students learn the vocabulary of archeology so they can fully understand the meaning and relationship of the steps involved. Students are introduced to some features of Alcatraz Island.

Teacher distributes the vocabulary crossword puzzle. Definitions to the hidden words are provided on the handout. To solve the puzzle, students must consult the vocabulary list and look for the words that match the definitions.
The class discusses and clarifies any definitions that they find difficult to understand.

In their groups, students brainstorm questions they have about archeology and/or Alcatraz and they record their questions. They then come back together as a class and share their questions. This is the first step in a questioning process that will continue throughout the program. The purpose of the questioning is not necessarily to find answers, but to allow the questioning to evolve into deeper sophistication and understanding of the issues.

The lesson concludes with a short DVD that introduces students to the island and the park investigation.

Archeology and Alcatraz

Archeology is the study of human societies through material remains: objects, structures, or historical and oral stories from the past or the present. When most people think of archeologists, they picture someone working in the middle of nowhere using a toothbrush to whisk dirt from ancient bones or potsherds. Though this may be the case for some types of archeology, archeological techniques can also be applied to materials that are commonplace and available to everyone.

Archeologists use information provided by a variety of subjects, including geography, geology, anthropology, and history, as tools to understand the values, customs, and organizations that create the culture of the group. All archeologists must develop detailed and thorough observational and critical-thinking skills. They aim to understand the difference between objects from the past and the present and how these might fit together. It is very important to remember that although archeologists study material remains, they are also responsible for preserving them and ensuring that future archeologists also can study them.

The challenge for an archaeologist is to use material items to understand the daily lives of past and present societies and to provide context. The word "context" means the particular set of circumstances, environment, or facts that surround an object. An understanding of context is very important for the proper analysis of material remains. An object's context shows the relationship between the object and its location. For example, a single metal bar does not create a jail cell. However, many bars placed together do create a confined area. One bar has no context and therefore loses significance.

Although archeologists use artifacts as well as their own background knowledge as tools to uncover the past, the types of resources available to them can vary. This leads to different kinds of archeological studies. Some archeologists examine the distant past: cultures that existed before information was recorded. Other archeologists examine past societies, but they have the luxury of having some historical documentation to use for reference. Both use similar methods: research, surveys, and/or digs. However, depending on the circumstances, studying a culture may not require digging or excavating. In many cases, all of the pieces have already been unearthed, and it is the job of the archaeologist to fit these pieces together.

At Alcatraz, you will walk through, or survey, parts of the island. You will use your eyes and your knowledge of Alcatraz history as tools for understanding layers of history. Remember that you are assuming the role of an archeologist with a responsibility to show the layers as accurately and as completely as possible.

Arqueología y Alcatraz

Arqueología es el estudio de las sociedades humanas utilizando residues materiales: objetos, estructuras o narraciones orales e históricas – del pasado y del presente. Cuando piensa sobre arqueología, la mayoría de la gente se imagina a alguien trabajando en un lugar desconocido usando un cepillo para remover tierra de huesos viejos o vasijas rotas. Aunque este puede ser el caso en algunos tipos de arqueología, las técnicas arqueológicas pueden también ser aplicadas a materiales comunes disponibles a cualquiera.

Los arqueólogos usan información obtenidas de una variedad de areas incluyendo geografía, geología, antropología e historia, como herramientas para entender los valores, costumbres y organizaciones que crearon la cultura de un grupo. Todos los arqueólogos deben desarrollar destrezas de pensamiento crítico para la observación que sean abarcadoras y precisas. Su meta es entender la diferencia entre objetos del pasado y del presente y cómo estos pueden estar relacionados. Es muy importante recordar que aunque estudian los residues de materiales, los arqueólogos también son responsables de conservarlos y asegurar que arqueólogos futuros puedan estudiarlos también.

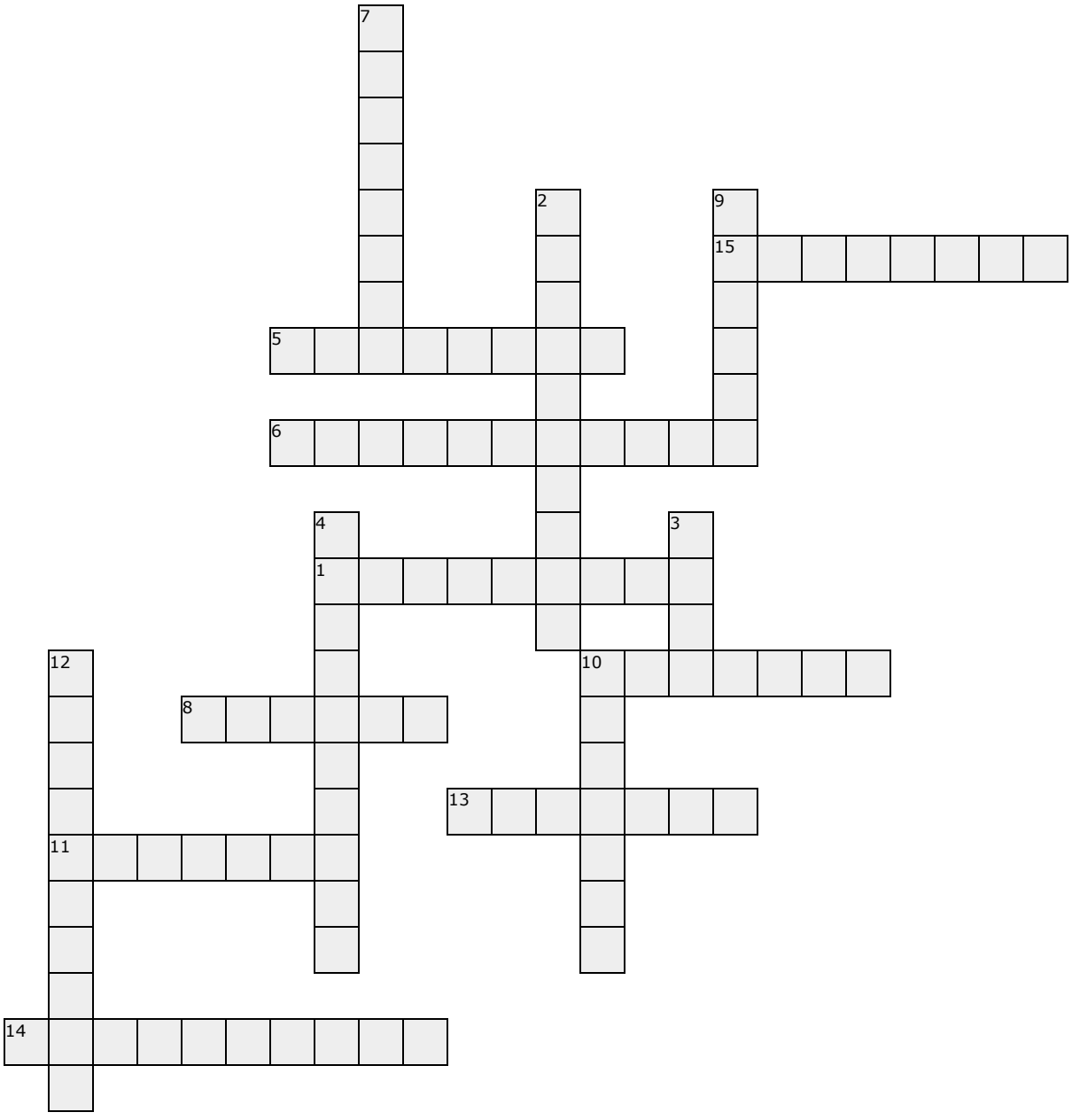
El reto de un arqueólogo es utilizar los objetos materiales para entender las vidas diarias de sociedades pasadas y presentes, para proveer un contexto. La palabra "contexto" significa un conjunto particular de condiciones, ambiente o datos relacionados con un objeto. Entender el contexto es muy importante para el análisis adecuado de los residuos materiales debido a que el contexto de un objeto muestra la relación entre el objeto y su localización. Por ejemplo, un sola barra de metal no hace una celda de una prisión. No obstante, muchas barras o rejas puestas juntas si crean un área encerrada. Una barra no tiene contexto y por lo tanto pierde importancia.

Aunque algunos arqueólogos usan artefactos y la experiencia que han adquirido, como herramientas para descubrir el pasado, los recursos disponibles pueden variar. Esto conduce a diferentes tipos de studios arqueológicos. Algunos arqueólogos estudian el pasado distante, culturas que existieron antes de que se recogiera información. Otros arqueólogos examinan las sociedades pasadas pero tienen la ventaja de tener alguna información histórica que pueden usar de referencia. Ambos utilizan métodos similares: exploraciones de investigación o excavaciones. Sin embargo, dependiendo de las circunstancias, para estudiar una cultura puede que no sea necesario desenterrar o excavar, en muchos casos todas las piezas ya han sido desenterradas y la labor del arqueólogo es conectar estas piezas.

En Alcatraz, usted caminará a través o explorará partes de la isla. Usted usará sus ojos y su conocimiento de la historia de Alcatraz como herramientas para entender las capas de historia. Recuerde que usted está asumiendo el papel de un arqueólogo con la tarea de mostrar las capas de historia de manera tan precisa y completa como le sea posible.

Digging Words

Take out the Alcatraz Vocabulary List. Find the word that matches the definition. Write each word in the puzzle below next to its corresponding number.



Across:

1. A conclusion made by human work that provides clues about past ways of life

5. The building in which the enlisted soldiers lived

6. Recognizing or noting a fact or occurrence

8. The chief administrator of a prison

10. The way of life of a particular group

11. Things found on an archeological dig that give information about past environments, such as seeds, soil and animal bones

13. Something a person made but that cannot be moved, such as a buildings, structures, fences or walls

14. A plant several feet across with yellow and green flowers

15. An object made by human work that provides clues about past ways of life

Down:

2. An employee of the National Park Service

3. A small isolated room for confining a prisoner

4. Journal that archeologists keep to record information, such as context of an artifact or a sketch of an area

7. The movement of indigenous peoples to further racial equality and gain political power

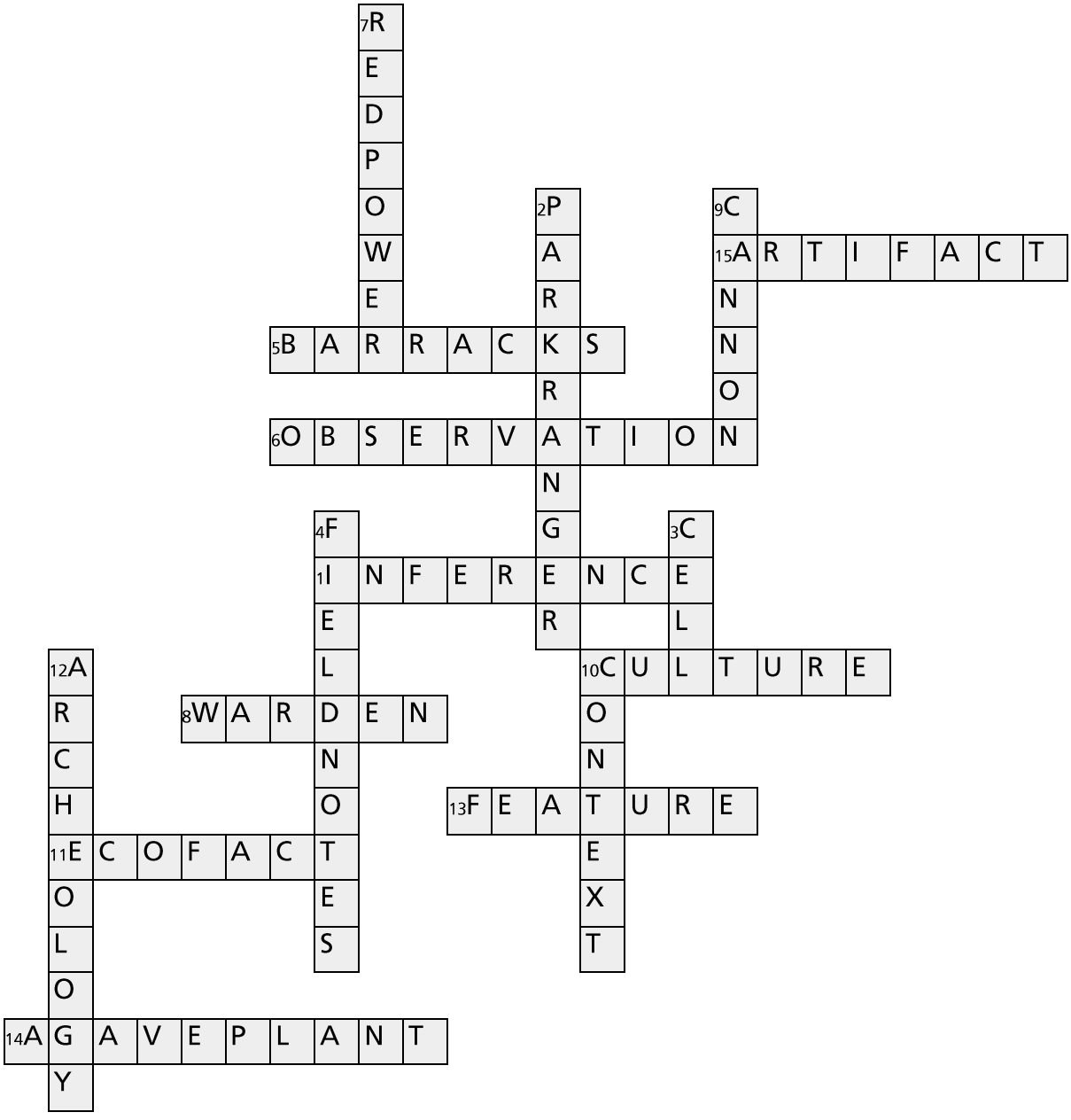
9. An old type of large metal gun firing large metal balls

10. The relationship of an object to its surroundings, and to other artifacts or ecofacts around it

12. The scientific study of the life and culture of peoples through artifact and ecofacts

Digging Words KEY

Take out the Vocabulary List. Find the word that matches the definition. Write the words in the puzzle below next to its corresponding number.



Across:

1. A conclusion made by human work that provides clues about past ways of life (INFERENCE)

5. The building in which the enlisted soldiers lived (BARRACKS)

6. Recognizing or noting a fact or occurrence (OBSERVATION)

8. The chief administrator of a prison (WARDEN)

10. The way of life of a particular group (CULTURE)

11. Things found on an archeological dig that give information about past environments, such as seeds, soil and animal bones (ECOFACT)

13. Something a person made but that cannot be moved, such as a buildings, structures, fences or walls (FEATURE)

14. A plant several feet across with yellow and green flowers (AGAVEPLANT)

15. An object made by human work that provides clues about past ways of life (ARTIFACT)

Down:

2. An employee of the National Park Service (PARKRANGER)

3. A small isolated room for confining a prisoner (CELL)

4. Journal that archeologists keep to record information, such as context of an artifact or a sketch of an area (FIELDNOTES)

7. The movement of indigenous peoples to further racial equality and gain political power (REDPOWER)

9. An old type of large metal gun firing large metal balls (CANNON)

10. The relationship of an object to its surroundings, and to other artifacts or ecofacts around it (CONTEXT)

12. The scientific study of the life and culture of peoples through artifact and ecofacts (ARCHEOLOGY)

Alcatraz Vocabulary List

Agave Plant: A plant several feet across with yellow and green flowers. Some Agaves yield a fiber used for rope.

Archeological Resource: Any resource that provides additional information for finding clues about the way people lived in the past.

Archeology (also spelled archaeology): The scientific study of the life and culture of peoples through artifact and ecofacts.

Artifact: An object made by human work that provides clues about past ways of life.

Barracks: The building in which the enlisted soldiers lived.

Battery: A thick exterior brick wall built as a platform for guns.

Bureau of Prisons: The federal group that administers and controls the prisons.

Cannon: An old type of large metal gun firing large metal balls.

Caretaker: A person who is responsible for the maintenance and protection of a certain place.

Cell: A small isolated room for confining a prisoner.

Citadel: A building constructed like a fortress usually overlooking an area.

Context: The relationship of an object to its surroundings and to other artifacts or ecofacts around it.

Convict: A person who has been found guilty of a crime and is serving time in a prison.

Cormorant: A bird found on Alcatraz that is typically dark brown. Adults have a black patch. The young have brown and white spots over entire body.

Culture: The way of life of a particular group.

Cypress Tree: A coniferous tree (produces cones) with sharp needles.

Declaration: A statement made by a party as a legal transaction.

Dig: Excavation of an archeological site; physically unveiling objects, structures, etc.

Disciplinary Barracks: A place where soldiers charged with misconduct serve time.

Ecofact: Things found on an archeological dig that give information about past environments, such as seeds, soil and animal bones.

Feature: Something a person made that cannot be moved such as building structures, fences and walls.

Field Notes: Journal that archeologists keep to record information such as the context of an artifact or a sketch of an area.

Gun Gallery: A small narrow corridor where guards could watch over prisoners and store weapons.

Gun Slit: A long, narrow opening in a wall; used for warfare during the Civil War Era (1860s).

Inference: A conclusion derived from observations.

Isolation: Living separately from other people.

National Park Service: The government organization that preserves and protects national park lands and National Historic Landmarks.

Native American: A member of the indigenous (original) peoples of the Western Hemisphere; especially a native of North America.

Natural Resources: A living, non-human part of the local habitat.

Observation: Recognizing or noting a fact or occurrence.

Occupation: The seizure and control of a particular place or area.

Park Ranger: An employee of the National Park Service.

Penitentiary: A federal government prison for people who have been convicted of serious crimes.

Red Power: The movement of indigenous peoples to further racial equality and gain political power.

Sandstone: A common sedimentary rock mostly used for building, composed largely of sand grains, mainly quartz, held together by silica, lime, etc. Sandstone is found throughout Alcatraz Island.

Steward: A person who is responsible for managing a certain place.

Tribe: A social group including numerous families, clans, or generations.

Warden: The chief administrator of a prison.

Western Gull: A bird found on Alcatraz with a white head and body, a dark gray back, pink legs, and long yellow beak.

Lista de Vocabulario

Maguey: Una planta de varios pies de ancho con flores verdes y amarillas. Algunos magueyes producen una fibra usada para fabricar soga.

Recurso Arqueológico: Cualquier recurso que provea información adicional que permita hallar pistas de cómo la gente vivía en el pasado.

Arqueología: El estudio científico de la vida y la cultura de los pueblos a través de artefactos y datos ecológicos ("eco-dato").

Artefacto: Un objeto producido por el trabajo humano el cual prove pistas sobre modos de vida en el pasado.

Barracas: El edificio donde vivían los soldados activos.

Batería: Una muralla exterior ancha construida para servir de plataforma a armamentos.

Negociado de Prisiones: La agencia federal que controla la administración de la prisiones.

Cañón: Un tipo antiguo de arma grande de metal, que disparaba grandes bolas de metal.

Conserje: Persona responsable del mantenimiento y cuidado de un lugar particular.

Celda: Una pequeño cuarto aislado para confinar a un prisionero.

Ciudadela: Un edificio construido como un fuerte, generalmente dominando un área particular.

Contexto: La relación de un objeto con sus alrededores, con otros artefactos o condiciones ecológicas que lo rodean.

Convicto: Una persona declarada culpable de un crimen y que está sirviendo tiempo en una prisión.

Cormorán: Cuervo marino. Un pájaro que puede hallarse en Alcatraz. Generalmente son de color marrón oscuro y los adultos tienen una mancha negra. Los jóvenes tienen manchas marrón y blancas por todo el cuerpo.

Cultura: El modo de vida de un grupo particular.

Ciprés: Árbol de coníferas (produce fruto en forma de conos) con agujas agudas.

Declaración: Una aseveración de carácter legal hecha por una parte.

Excavación: El hoyo hecho en un lugar arqueológico que revela físicamente objetos, estructuras, etc.

Disciplinaria (barraca): Un lugar donde los soldados acusados de mal comportamiento sirven tiempo.

Dato ecológico (eco-dato): Cosas halladas en una excavación arqueológica que revelan información sobre ambientes pasados, tales como semillas, terreno, huesos de animales.

Rasgo: Algo creado por un apersona pero que no puede ser removido, como estructuras o edificios, verjas y paredes.

Notas de Campo: Diario donde los arqueólogos anotan información tal como el contexto de un artefacto, o diagramas de un área.

Galería de armas: Un pasillo pequeño y estrecho donde los guardias pueden observar los prisioneros y almacenar armas.

Ranura de armas: Una hendidura larga y estrecha en una pared, usada para disparar en la época de la Guerra Civil Estadounidense (en los años 1860).

Inferencia: Una conclusión derivada de observaciones.

Aislamiento: Vivir separado de otra gente.

Servicio Nacional de Parques: Organización gubernamental que conserva y protege los los parques nacionales.

Nativo Americano: Un miembro de los pueblos indígenas (originales) del Hemisferio Occidental; especialmente una Indio de Norteamérica.

Recursos Naturales: Parte viviente, no humana, del hábitat local.

Observación: Reconocer o notar un hecho o evento.

Ocupación: La toma y control de un lugar o área particular

Guardia De Parque: Un empleado del Servicio Nacional de Parques

Penitenciaría: Una prisión del gobierno federal para personas que han sido convictos de crímenes graves.

Poder Rojo: Movimiento de los pueblos indígenas para lograr igualdad racial y adquirir poder político.

Piedra Arenisca: Una roca sedimentaria común usada mayormente en construcción, compuesta mayormente de granos de arena, principalmente cuarzo, unidos por sílice, cal, etc.

Mayordomo: Persona responsable de administrar un lugar particular.

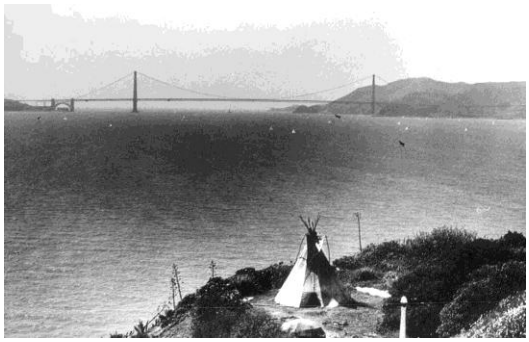
Tribu: Un grupo social que incluye varias familias, clanes o generaciones.

Alcaide: El jefe ó administrador de una prisión.

Gaviota del Oeste: Un pájaro que puede hallarse en Alcatraz con cabeza y cuerpo blanco, un dorso gris oscuro; patas rosadas y un pico amarillo largo.

Lesson 2:

How do images tell a story about Alcatraz?



Summary

Students examine historic images of Alcatraz to learn about observation and inference in archeology. These objects introduce students to layers of Alcatraz history. Students read short descriptions of the layers of Alcatraz history for homework.

Time

1 class period

Materials

- Historic images
- *Layers of Alcatraz* handouts
- Descriptions of *Layers of Alcatraz* images

Lesson

Teacher explains that the class is going to use photographs to learn about Alcatraz Island. Teacher then models how to examine the photographs by using the iconic Indian occupation teepee image that is labeled #1. Together, the class completes a simple inquiry process:

1. Observations the students have of the photograph.
2. Questions they have as a result of examining the photograph.

The teacher **does not engage the students** in a discussion or definition of observation and inference at this time.

Teacher then asks students to form their small groups. Each group receives one image with the only context being that these pictures were taken on Alcatraz

Island at some point in history. Teacher asks students to study the image and record any information about the image they choose. Teacher also encourages students to record any question they have about the image.

The class then comes together to share the information and questions they have recorded for their photograph. Teacher facilitates the discussion by asking the following questions:

1. What did you record for your image?
2. What evidence do you have to support your conclusions?
3. What questions do you have as a result of studying the image?

Through discussion, students begin to see the relationship between observation and inference. Teacher asks class for a guiding definition of observation and a definition for inference. Teacher or student posts the definitions on the wall for the duration of the Alcatraz study unit.

Students read *Layers of Alcatraz* for homework.

Photo Descriptions:

1) Photo from 1969 of teepee on Alcatraz Island during the American Indian Occupation.

2) Arial shot of Alcatraz Island circa 1924 during the years Alcatraz was used as a military prison.

3) Photo of Richard Oakes (far left of photo) – a main spokesperson of the American Indian Occupation – standing on dock of Alcatraz Island along with others involved in the occupation.

4) Thanksgiving Day, 1969 - American Indian celebration in prison recreation yard.

5) Children of guards behind Building 64 clinging to the fence that separates their living area from the road to the cellhouse. Taken during the federal prison years of Alcatraz.

6) Inmate culinary staff in dining hall of cellhouse on June 24, 1957. Some are serving meals and others are standing in line to eat their breakfast.

7) Guards opening cells to let prisoners out to see medical technician who stands in lower left in white overcoat. Photo taken in the cellhouse during Federal prison years.

8) Military families gathered in garden on Alcatraz Island circa 1870. Cannon balls decorate the borders of the landscape.

9) Hopi prisoners posed in front of Alcatraz lighthouse with guard watching over. Photo taken circa 1895. They were imprisoned for revolting against government policies that required Hopi children to attend boarding schools away from home.

10) Western Gulls on Alcatraz. The island is a major nesting colony for sea birds.

11) Nest of the California Gull. Several colonies are located on Alcatraz. The California Gull makes nests on the ground using materials found around the island.

Descripciones de las fotos:

1) Foto de 1969 de un tipi en la isla de Alcatraz durante la Ocupación por los Indios Americanos.

2) Foto aérea de la isla de Alcatraz hacia 1924, durante los años en los que Alcatraz se usaba como prisión militar.

3) Foto de Richard Oakes (a la izquierda del todo) – uno de los principales portavoces de la Ocupación por los Indios Americanos – parado en le muelle de la isla de Alcatraz, junto con otros de los involucrados en la ocupación.

4) Día de Acción de Gracias, 1969, celebración de los indios americanos en el patio de recreo de la prisión.

5) Hijos de los carceleros detrás del edificio 64, agarrados a la valla que separa sus viviendas de la carretera que lleva a las celdas. Tomada durante los años de prisión federal de Alcatraz.

6) Personal culinario formado por presos en el salón comedor de las celdas, 24 de junio de 1957. Algunos están sirviendo comidas y otros están parados en fila para tomar el desayuno.

7) Carceleros abriendo las celdas para dejar salir a los prisioneros para ver a un técnico médico, que está parado abajo a la izquierda con una bata blanca. Foto tomada en las celdas durante los años de prisión federal.

8) Familias de los militares reunidas en un jardín en la isla de Alcatraz hacia 1870. Bolas de cañón decoran los bordes del paisaje.

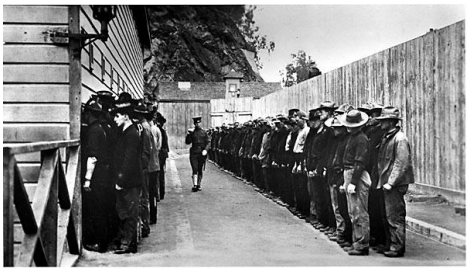
9) Prisioneros *hopi* posados delante del faro de Alcatraz con un carcelero vigilando. Foto tomada hacia 1895. Los encarcelaron por rebelarse contra la política del gobierno que exigía que los niños *hopi* asistieran a la escuela en internados lejos de sus casas.

10) Gaviotas occidentales en Alcatraz. La isla es una colonia de anidación muy importante para las aves marinas.

11) Nido de la gaviota de California, de la cual hay varias colonias en Alcatraz. La gaviota de California hace nidos en el suelo usando materiales que encuentra por la isla.

Layers of Alcatraz

Alcatraz: The Fortress



In 1775, Juan Manuel de Ayala sailed from Spain to San Francisco Bay. He mapped the bay and named its islands. On later Spanish maps, Alcatraz Island was shown as La Isla de Los Alcatraces (the Island of the Pelicans). The island's large bird population most likely inspired this name.

In 1848, gold was discovered in the Sierra Nevada. As people flooded into Northern California from around the world, the city we now know as San Francisco was transformed almost overnight from a small town of 300 to a major trading center of around 20,000. The government began to think that fortresses were needed to guard this new wealth. They decided to build three forts to create a "triangle of defense." Alcatraz's location in the middle of San Francisco Bay, directly in line with the Golden Gate, made it an ideal place for one of the three forts.

Its location also made it a good place for a lighthouse, and the army began building one on the island in the early 1850s. When it was completed in 1854, it was the first operating lighthouse on the Pacific Coast. By the end of the Civil War (1865), Alcatraz also had a citadel (a large, strong defensive building) on its crest and more than 111 cannons mounted on the brick walls around its margin.

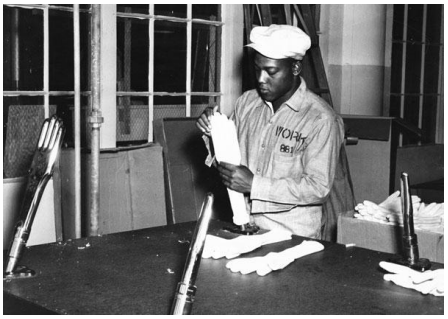
Over time, the army changed the island's features. Under the direction of army engineers, workers – most of them prisoners – transformed the island's shape from its original rounded form to a sharp slope that made it difficult for an enemy to land on or attack. The south end of the island was cut away to make a flat area

for the Parade Ground, a place for soldiers to drill. The army brought soil and plants to the island to prevent erosion around the newly constructed buildings and walls and, before long, beautiful exotic plants and trees began to grow on the once-barren island.

After the Civil War, rapidly changing military technology made Alcatraz almost useless for military defense. Instead, it was given a new role as a disciplinary barracks for soldiers who had committed crimes. Alcatraz had housed military prisoners almost from the beginning of its existence. In 1859, eleven soldiers were held prisoner in the basement of one of the buildings. Between the 1880s and 1933, the prisoners were generally soldiers convicted of theft, desertion, or sympathizing with the enemy in the Civil War (Southerners). There were also indigenous people held as prisoners from the Indian Wars on the Western frontiers, and prisoners of war from the Spanish-American War of 1898, and later World War I conscientious objectors.

By 1915, the island officially became a disciplinary barracks. However, by the early 1930s, during the Great Depression, the cost of managing this barracks became too great, and control of Alcatraz was transferred from the military to the Department of Justice and its Federal Bureau of Prisons.

Alcatraz: The Federal Penitentiary



During the early twentieth century, several things combined to create a context for a rise in crime. The 18th Amendment to the U.S. Constitution prohibited the manufacture, sale, or transportation of alcohol within the United States and banned the import or export of these beverages as well. The Volstead Act of 1919 provided the means to investigate and punish those who violated this amendment. This, coupled with the Great Depression of the 1930s, resulted in a serious crime wave. Law enforcement agencies combated underground criminals who made, imported, and sold liquor; individuals or gangs that robbed banks and growing numbers of criminal gangs that committed a variety of crimes.

The government decided that a "super prison" was needed for the "worst of the worst" criminals and that Alcatraz, an island in San Francisco Bay, was an ideal place for such a prison. Though isolated from the rest of society, it could be seen from almost everywhere in the surrounding landscape. The government felt that it would be an effective and visible symbol of its seriousness about cracking down on crime.

In 1934, Alcatraz officially became a maximum-security federal penitentiary, famous for having high profile, dangerous criminals such as Al "Scarface" Capone; Doc Barker; Alvin "Creepy" Karpis; George "Machine Gun" Kelley; and Robert Stroud, the "Bird Man of Alcatraz." The prison had a reputation as being a tough place to do time. The only rights the prisoners had were clothing, food, shelter, and medical care. Everything else was considered a privilege.

Prisoners were not the only ones who lived on the island. Guards and their families also lived just a few minutes' walk from the inmates' cells. The children

attended school in San Francisco and held social dances at the officers' clubhouse on the island.

Alcatraz's location in a large body of water made it a very difficult place from which to escape. However, thirty-four men tried to escape on fourteen different occasions. The most well known escape occurred in 1962 when three men slipped out in the middle of the night after placing life-like dummy heads in their beds to fool the guards. After climbing down from the top of the cell house and then reaching the island's edge, they are thought to have used plastic floatation devices to carry themselves away from the island. Their bodies were never found and the Bureau of Prisons presumes that they drowned.

Though Alcatraz was an important symbol, it was not heavily used. In the twenty-nine years that it operated as a federal penitentiary, only 1,575 men served time on the island. Eventually, the cost of operating the prison became too high; everything used on the island, including fresh water, had to be brought by barge, and the buildings were crumbling and in need of expensive repairs. In 1963, the Department of Justice ordered the last prisoners transferred and the prison closed.

Alcatraz: The Native American Occupation

After the federal penitentiary closed, Alcatraz was managed as excess government property. Many proposals for the future of Alcatraz were considered. Some of the suggestions included transforming the island into a theme park, a world peace center, or a gambling casino. However, for several years the island remained unused.

Native Americans occupied the island at two points. The first occupation was in 1964 and lasted only 4 hours. In 1969, a group of indigenous peoples led by activist Richard Oakes claimed that Alcatraz should be returned to the Native Americans. The island that had served as a prison for over a decade now became a symbol of freedom. This occupation lasted 19 months.

The Native Americans offered to buy the island from the federal government for $24 in beads and colored cloth. This offer symbolized the United States' purchase of Manhattan Island from East Coast indigenous peoples in 1626. Alcatraz's barren, rocky soil and lack of resources were similar to reservation lands givens to the Native Americans by the government in the 1800s.

During the occupation, a call went out for Indians of all tribes to come to the island. People lived in the apartment buildings once occupied by the guards and their families and the cells once used by criminals. Phrases such as "Freedom," "Red Power," and "Indian Land" were painted on many of the buildings.

The Bay Area was very aware of struggles for civil rights in the 1960s and 1970s. This provided additional public support for the Native American occupation. However, as time passed, public support began to decrease. In 1970, fires destroyed some of the historic buildings on the island. In addition, the difficulty of

making a living and transporting food and water to the island caused many occupiers to leave.

In 1971, federal agents removed the few remaining occupiers and the occupation was officially over. However, the fight for civil rights remained an important issue. After the occupation, the federal government destroyed the old apartment buildings that had housed the occupiers. Rubble piles from these structures can still be seen today. When Golden Gate National Recreation Area was established in 1972, Alcatraz became part of this new National Park System area.

Alcatraz: Natural Resources

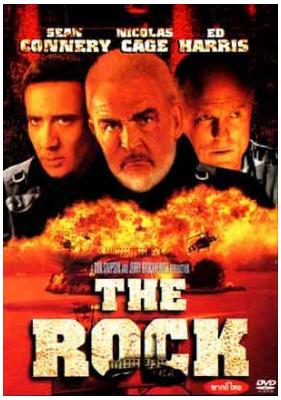
Alcatraz today is host to many types of birds and is brightened by rich plant life. However, it has not always been this way. Not long after the Spanish arrived, they began to map and name the islands in the bay. They gave this one the name Alcatraces, thought to mean "The Island of the Pelicans" because of the large number of birds swarming around the small, rounded, sandstone rock. The island offered a place for birds to make their nests without the danger of mainland predators.

As Alcatraz's function changed over time, so did its bird and plant life. The soldiers and guards saw the birds as annoyances and often fired at them to scare them away. The number and types of plants, however, continued to increase, often with the help of those who lived on the island. As people began to settle on the island, they created more flat spaces for homes and brought plants from the mainland. During the fortress years, Victorian gardens decorated the southern side of the island, and, during the penitentiary years, inmates took care of gardens located outside the recreation area.

Today, under the care of the National Park Service, birds are welcome to use Alcatraz once again and are protected while they are here. Every year, thousands of birds - including Black-crowned Night Herons, Brandt's Cormorants, and Western Gulls - make nests using sticks and grasses and raise their chicks on the island. They also feed on the bay's rich aquatic life. The southern end of the island (Parade Ground) is closed to visitors during the nesting season.

A variety of plants still live on this tiny island. In the spring, it is bright with colorful flowers and fruit. Year-round, larger plants such as Monterey Cypress and Agaves (also called the Century Plant) give the island a distinctive profile.

Alcatraz: Hollywood Version



Alcatraz has been in the public eye for decades. This small island has attracted the attention of media worldwide. The twenty-nine Hollywood movies and countless television and radio programs made about the island have formed many people's ideas about Alcatraz.

Most of these movies paint Alcatraz as an isolated place where torture and unusual cruelty were common. The criminals are portrayed as either vicious or as victims of a cruel system. Some of these movies are inspired by fact: Alcatraz is an island and some of the country's most dangerous criminals were confined there. However, it is important to recognize that Hollywood used these facts as a springboard for more dramatic fictional plots. As an example, in "The Bird Man of Alcatraz" (made in 1962), Burt Lancaster portrays Alcatraz convict Robert Stroud as a gentle man with a fondness for birds. In fact, Robert Stroud did not keep birds on Alcatraz, and was, in the opinion of psychiatrists and many inmates, a dangerous sociopath. More recently, the movie "The Rock" was filmed on Alcatraz, but the entire plot was fictional and much of what appears in the movie does not actually exist on Alcatraz.

Alcatraz also turns up as part of movie plots and in isolated scenes in a variety of movies such as the Clint Eastwood film entitled "The Enforcer" (1976). Alcatraz has even contributed to movie sound effects: "Terminator 2" and "The Empire Strikes Back" use the sound of the cell house doors slamming. On the small screen, television shows such as "America's Most Wanted" run stories about prisoners' experiences on the island.

Before the National Park Service assumed responsibility for the island in 1972, only one movie ("The Birdman of Alcatraz" had been filmed there. Instead, sets were

constructed to resemble the island or other prisons were used as stand-ins for the cell house.

In order to film on Alcatraz Island, moviemakers must apply for and receive a permit from the NPS's Special Park Uses Group, and a donation is usually required. This money is used to help restore historical buildings and give visitors more access to the park. On Alcatraz, money donated by feature films has paid for the restoration of the dock guard tower and beds in the cell house. In addition, replicas of the heads constructed for the 1962 escape attempt were left by a movie crew and are now part of an exhibit.

These stories about Alcatraz add a new layer of history to the island: the Hollywood layer. Though the stories may not be true, they have fed the public's fascination and interest with America's prison island over many years. However, it is important to separate Hollywood's Alcatraz "history" from the island's actual history. The movie creates new stories about the past; they do not uncover layers of the island.

Las Capas de Alcatraz

Alcatraz: La Fortaleza

En 1775, Juan Manuel de Ayala partió de España hacia la Bahía de San Francisco. El trazó un mapa de la bahía y le puso nombre a sus islas. En mapas Españoles posteriores la Isla de Alcatraz aparecía como la Isla de los Alcatraces (pelícanos). La numerosa población de pájaros de la isla probablemente inspiró este nombre.

En 1848, se descubrió oro en la Sierra Nevada. A medida que la gente llegaba en grandes números de todas partes del mundo hasta el norte de California, la ciudad que hoy conocemos como San Francisco se transformó de un día para otro, de un pequeño pueblo de 300 habitantes a un principal centro de mercadeo de más de 20,000. El gobierno empezó a considerar qué tipo de fuertes se necesitaban para proteger esta nueva riqueza. Decidieron construir tres fuertes para crear un "triángulo de defensa." La localización de Alcatraz, en medio de la Bahía de San Francisco, directamente en línea con la entrada a la bahía (Golden Gate), hizo de la isla la localización ideal para uno de los tres fuertes.

Su localización también la hizo un buen lugar para un faro, y el ejército comenzó a construir uno en la isla a principios de la década de 1850. Cuando terminó de construirse en 1854, fue el primer faro en operación en la costa del Pacífico. Para fines de la Guerra Civil (1865), Alcatraz tenía también una ciudadela (un gran edificio para la defensa) en su parte más alta y más de 111 cañones montados sobre la muralla de ladrillos que la rodeaba.

Según pasó el tiempo el ejército alteró el aspecto de la isla. Bajo la dirección de ingenieros del ejército, los trabajadores – mayormente prisioneros – transformaron

la forma de la isla de su forma redonda original a una colina inclinada que le hacía difícil al enemigo atracar o atacar. El extremo sur de la isla fue cavado para construir un area para marchas o desfiles, un lugar donde los soldados hicieran sus entrenamientos. El ejército trajo terreno y plantas a la isla para prevenir la erosión alrededor de los edificios y paredes recién construidos, y antes de que pasar mucho tiempo bellas y exóticas plantas y árboles comenzaron a crecer en lo que antes fue una isla desolada.

Después de la Guerra Civil, la tecnología militar cambió rápidamente y Alcatraz no tuvo ya casi ningún uso como defensa militar; entonces se le asignó una nueva función como barraca disciplinaria para soldados que cometían crímenes. Alcatraz ha alojado prisioneros militares casi desde comienzos de su existencia. En 1859, once soldados fueron recluidos como prisioneros en el sótano de uno de los edificios. Entre los 1880 y el 1993 los prisioneros generalmente eran soldados convictos por robo, deserción o por simpatizar con el enemigo (los sureños) durante la Guerra Civil. También hubo indios prisioneros de las Guerras contra los Indios en la frontera del Oeste, prisioneros de guerra de la Guerra Hispanoamericana de 1898, y más tarde objetores por conciencia de la Primera Guerra Mundial.

Para 1915 la isla se convirtió oficialmente en Barraca Disciplinaria. Sin embargo, para principio de los 1930, durante la Gran Depresión, el costo de mantener estas barracas era muy grande y el control de Alcatraz fue transferido de los militares al Departamento de Justicia y su Negociado Federal de Prisiones.

Alcatraz: La Penitenciaría Federal

Durante la primera parte del Siglo 20 se combinaron varios factores para crear un ambiente donde el crimen creció. La Enmienda 18 a la Constitución de los Estados Unidos prohibió la manufactura, venta o transportación de alcohol en los Estados Unidos y además prohibió la importación y exportación de estas bebidas. El Acta Volstead de 1919 proveyó los mecanismos para investigar y castigar los que violaran dicha enmienda. Esto, combinado don la Gran Depresión de los 1930 ocasionó una seria ola criminal. La manufactura, venta de licor, asaltos a bancos y un número creciente de pandillas de criminales; estas fueron sólo algunas de las clases de actividades que combatían las agencias del orden.

El gobierno decidió que se necesitaba una "súper prisión" para los criminales "de la peor calaña," y que Alcatraz, una isla en la Bahía de San Francisco, era el lugar ideal para tal prisión. Aunque estaba aislada del resto de la sociedad, era visible de casi cualquier lugar del panorama que la rodeaba. El gobierno pensó que sería un símbolo visible y efectivo de sus serios propósitos de acabar con el crimen.

En 1934, Alcatraz se convirtió oficialmente en una Prisión Federal de Seguridad Máxima, famosa por tener peligrosos criminales de gran notoriedad, como Al "Cara Cortada" Capone, Doc Baker, Alvin "Creepy" Karpis; George "Ametralladora" Kelly, y Robert Stroud, El "Hombre Pájaro de Alcatraz." La prisión tenía una reputación de ser un lugar duro para hacer tiempo. Los únicos derechos los prisioneros tenían eran ropa, alimento, vivienda y cuidado médico. Todo lo demás era considerado un privilegio.

Los prisioneros no eran los únicos que vivían en la isla, Los guardias y sus familias también vivían a unos pocos minutos de camino de las celdas de los presos. Los

niños asistían a la escuela en San Francisco y tenían actividades sociales en la casa club de los oficiales en la isla.

La localización de Alcatraz, en una gran cuerpo de agua, la hacia un lugar muy difícil de donde escapar. Sin embargo, 34 hombres trataron de escapar en 14 ocasiones diferentes. El escape más conocido ocurrió en 1962 cuando tres hombres se escurrieron en medio de la noche después de haber colocado cabezas simuladas en sus camas para engañar a los guardias. Después de descender desde el techo de la prisión y alcanzar la orilla de la isla, se piensa que usaron artefactos de flotación para alejarse de la isla. Sus cuerpos nunca fueron hallados y el Negociado de Prisiones presume que se ahogaron.

Aunque Alcatraz era un símbolo importante, no se usaba mucho. En los veinte años que operó como Prisión Federal solamente 1,575 sirvieron tiempo en la isla. Eventualmente, los costos de operación resultaron muy elevados; todo lo que se usaba en la isla, incluyendo agua potable, debía ser transportado en barcazas y los edificios se deterioraban y requerían costosas reparaciones. En 1963, el Departamento de Justicia ordenó el traslado de los últimos prisioneros y la prisión cerró.

Alcatraz: La Ocupación de los Nativos Americanos

Después que cerró la Penitenciaría Federal, Alcatraz fue administrado como propiedad excedente del gobierno. Muchas propuestas para el futuro de Alcatraz fueron consideradas. Algunas de las sugerencias incluyeron transformar la isla en parque de diversiones, en centro mundial para la paz o una casino. No obstante, la isla no se usó por varios años.

Los Nativos Americanos ocuparon la isla en dos ocasiones. La primera ocupación fue en 1964 y sólo duró 4 horas. En 1969, un grupo de indígenas dirigidos por el activistas Richard Oakes demandaba que Alcatraz fuese devuelta a los Nativos Americanos. La isla que había servido como prisión por más de una década se convertía ahora en un símbolo de libertad. Esta ocupación duró 19 meses.

Los Nativos Americanos ofrecieron comprar la isla del gobierno federal por $24 en cuentas y tejidos de colores. Esta oferta simbolizaba la compra a los Indios de la isla de Manhattan en la costa este en 1626. Alcatraz, con su suelo rocoso y falto de recursos era parecido a las tierras de las reservaciones dadas a los Nativos Americanos por el gobierno en los años 1880.

Durante la ocupación, se hizo un llamado a los Indios de Todas las Tribus para que vinieran a la isla. La gente se alojó en las celdas donde una vez hubo criminales y en los edificios de apartamentos que una vez ocuparon los guardias y sus familias. Frases tales como "Libertad," "Poder Rojo" y "Territorio Indio" fueron pintadas en muchos de los edificios.

La gente del Área de la Bahía tenía muy presente las luchas por los derechos civiles de los años 1960 y 1970. Esto proveyó apoyo ciudadano adicional a la ocupación

de los Nativos Americanos. Sin embargo, según pasó el tiempo el apoyo del público decayó. En 1970, incendios destruyeron algunos de los edificios históricos de la isla. Además, lo difícil que era ganarse la vida y transportar alimentos y agua a la isla hizo que muchos ocupantes se marcharan.

En 1971, los agentes federales removieron a los pocos ocupantes que aún permanecían y la ocupación terminó oficialmente. Sin embargo, la lucha por los derechos civiles continuó siendo un asunto de importancia. Después de la ocupación el gobierno destruyó los viejos edificios de apartamentos que albergaron a los ocupantes; hoy día todavía pueden verse pilas de desecho de esas estructuras. Cuando se estableció el Área Nacional Recreativa de Golden Gate en 1972, Alcatraz se convirtió en parte de esta nueva área del Sistema Nacional de Parques.

Alcatraz: Recursos Naturales

Hoy día Alcatraz todavía es la anfitriona de muchos tipos de pájaros y está adornada con rica variedad de plantas. Sin embargo, esto no fue así siempre. Poco después de su llegada, los Españoles comenzaron a trazar mapas de las islas de la bahía y a nombrarlas. A ésta isla le dieron el nombre de Alcatraces, esto es "La Isla de los Pelícanos" por la multitud de pájaros que sobrevolaban la pequeña y redonda roca arenisca. La isla ofrecía un lugar donde los pájaros hacían sus nidos lejos del peligro de los depredadores de tierra firme.

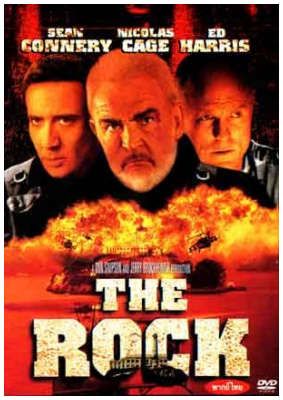
Según cambió la función de Alcatraz a través de los años, así cambiaron sus pájaros y su flora. Los soldados y los guardias veían los pájaros como una molestia y a menudo les disparaban para ahuyentarlos. La cantidad y variedad de plantas, no obstante, continuó creciendo, muchas veces con la ayuda de los que habitaban la isla. A medida que la gente comenzó a establecerse en la isla, crearon más espacios planos para hogares y trajeron plantas de tierra firme. Durante los años de la Fortaleza, jardines Victorianos decoraron el lado sur de la isla y durante los años de la penitenciaría, los presos es encargaron delos jardines que estaban fuera del área de recreación.

Hoy día, al cuidado del Servicio Nacional de Parques, los pájaros son bienvenidos a Alcatraz nuevamente y protegidos mientras permanezcan aquí. Todos los años miles de pájaros –incluyendo Garzas, Cuervos Marinos y Gaviotas – fabrican sus nidos usando palos y hierbas, y crían sus polluelos en la isla; también se alimentan de la abundante vida acuática de la Bahía. El extremo sur de la isla (área para marchas) está cerrado al público durante los meses que anidan los pájaros.
Una variedad de plantas crece todavía en esta diminuta isla. La Primavera es radiante con coloridas flores y frutas. Todo el año, plantas grandes como el Ciprés

de Monterrey y el Maguey (llamada también Planta del Siglo) le dan a la isla un aspecto especial.

La protección de los recursos naturales de la isla es una de las principales responsabilidades del Servicio Nacional de Parques.

Alcatraz: Versión de Hollywood



Alcatraz ha estado en la mirilla pública por décadas; esta pequeña isla ha llamado la atención de los medios de comunicación del mundo entero. Las 29 películas de Hollywood y el sinnúmero de programas de radio y televisión hechos acerca de la isla, han formado las ideas que mucha gente tiene sobre Alcatraz.

Muchas de esta películas pintan a Alcatraz como un lugar aislado donde la tortura y la crueldad inusual son comunes. Los criminales con presentados como viciosos ó como víctimas de un sistema cruel. Algunas de estas películas fueron inspiradas por la realidad – Alcatraz es una isla y algunos de los criminales más peligrosos del país estuvieron confinados aquí. No obstante, es importante reconocer que Hollywood utilizó estas realidades como base para libretos ficticios más dramáticos. Por ejemplo, en el "Hombre Pájaro de Alcatraz"(hecha en 1962), Burt Lancaster hace el papel del prisionero Robert Stroud, como un hombre bondadoso con los pájaros. De hecho, Robert Stroud no tenía pájaros en Alcatraz y era, según la opinión de muchos psiquiatras y de muchos presos, un peligroso sociópata. Más recientemente, la película "La Roca" fue filmada en Alcatraz, pero la trama entera era ficticia y mucho de los que aparece en la película no existe en Alcatraz.

Alcatraz aparece también como parte de la trama y en escenas aisladas en varias películas, como en la película de Clint Eastwood titulada "The Enforcer" (1976). Alcatraz hasta ha contribuido en los efectos de sonido de algunas películas: "Terminator 2" y "The Empire Strikes Back" usan sonidos de las puertas de las celdas cerrando de golpe. En la pantalla pequeña, espectáculos de televisión como "America's Most Wanted" muestran historias de las experiencias de los prisioneros en la isla.

Antes de que el Servicio Nacional de Parques asumiera responsabilidad sobre la isla en 1972, no se filmaron películas aquí, excepto en una ocasión; en su lugar se construyeron escenarios para simular la isla y se usaron otras prisiones para sustituir escenas de Alcatraz.

Para poder en filmar en la Isla de Alcatraz, los productores de películas tienen que solicitar y obtener permiso del Grupos de Usos Especiales del Servicio Nacional y por lo general se requiere una donación. Ese dinero es usado para ayudar a restaurar los edificios históricos y brindarle a los visitantes mayor acceso al parque. En Alcatraz, el dinero donado por los productores de películas ha financiado la restauración de la torre de observación del muelle y de literas en las celdas. Además, personal de cine dejó las réplicas de las cabezas fabricadas para la producción del intento de escape de 1962, y ahora forman parte de una exhibición.

Estas historias acerca de Alcatraz le añaden una nueva capa de historia a la isla: la capa de Hollywood. Aunque las historia no sean verídicas, por años han alimentado la fascinación e interés por la isla-prisión estadounidense. No obstante, es importante separar la "historia" de Hollywood de la verdadera historia de Alcatraz. Las películas crean nuevas historias sobre el pasado: no descubren las capas de historia de la isla.

Pre-Site Visit:

How do artifacts tell a story about Alcatraz?

Summary

A National Park Service (NPS) representative brings examples of Alcatraz historical artifacts to the classroom and facilitates an exercise in which students use artifacts to analyze layers of history. Students learn to understand the ways archeologists use field-based information to understand cultures and recreate a model of daily life. The NPS representative then outlines the logistics of the field visit. By discussing the roles and responsibilities of both the NPS and visitors to the island, the NPS representative encourages students to act as stewards to the park. Teachers prepare field journal booklets for student use at the park.

Time

1 hour

Materials

- Artifact Box brought by NPS representative
- Field Journals

Lesson

The NPS representative will come to the classroom with the artifact box. The NPS representative will place the artifacts on a table and ask the students to examine the artifacts in their groups. Students will write what they see and think about each artifact. After about 15 minutes, they will come back to the class and share what they have written down about the artifacts. The NPS representative will facilitate discussion about observation, inference, and the archeological layers of Alcatraz history.

The NPS representative then will facilitate a discussion about the field visit to Alcatraz including logistics and responsibilities. The NPS representative will reinforce the roles and responsibilities of the students while on the island.

Teacher is responsible for printing field journals for each group, and bringing them for the program on Alcatraz.

Alcatraz Field Session:
How am I going to use archeology to experience Alcatraz?

Summary

Students record observations, inferences, and questions about different areas (stations) of Alcatraz in their field journals. Students apply their knowledge and observational skills in detecting layers of history on Alcatraz Island.

Time

2.5 hours on the island

Materials

- Field Journals
- Lunches

Program

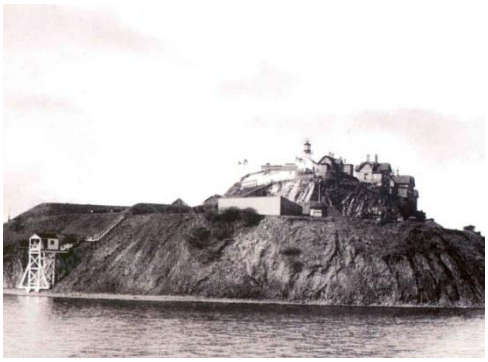
Park staff welcomes the students and reviews the rules and logistics of the visit. Students form their small groups. Each group receives their field journal which includes a map of the designated stations. All groups begin at Station 1 – the dock area.

The final twenty minutes of the program will be a facilitated discussion with the NPS representative in which students share their findings and questions.

Students will also be asked to consider and answer these two questions:

1. What are three types of evidence archeologists use?
2. How has archeology deepened my understanding of Alcatraz history?

Post-Site Lessons:
How can I demonstrate what I have learned?



Summary

Students write an essay from the perspective of an archeologist. Students describe how archeology and their experience as an archeologist have deepened their understanding of Alcatraz history.

Time

1 hour

Materials

- Field Journals
- Class notes
- Websites

Lesson

Teacher explains that students will write an essay based on the following question:

How has archeology deepened my understanding of Alcatraz history?

Teacher explains that students can use their field journals and any other class materials to help them accomplish the assignment. They must include at least five vocabulary words.

Additional Lessons:

1. Students select and define their own archeological/historic inquiry project based on their experience on Alcatraz Island. With guidance from the teacher, students determine their own essential question and a path for inquiry.
2. Have each group select an archeological layer of Alcatraz Island. Have them utilize the listed web sites to read more information about the historic period. Use a jig-saw model to share information and answer questions posed by the students while on their field session on Alcatraz Island. Use this exercise to deepen student abilities to conduct research, ask questions, and communicate findings.
3. Have the class deepen their investigation of Alcatraz artifacts and their significance with the online game, "Questioning Artifacts." The essential question for this online lesson is "*How can artifacts help us understand the past and influence our future?*" - http://www.nps.gov/goga/forteachers/electronic-excursions.htm

Websites for Further Research

National Park Service site "Questioning Artifacts":
General Alcatraz history: www.nps.gov/alca/historyculture

Alcatraz Museum Collections:
http://www.nps.gov/history/museum/exhibits/alca/overview.html

Former Alcatraz residents including the guards and their families:
www.alcatrazalumni.org
Government website that includes Freedom of Information Act and documents relating to Alcatraz escapes and related topics. Type Alcatraz in the search bar to find government documents related to Alcatraz: http://foia.fbi.gov/

The Bureau of Prisons is a government organization that began in 1930 during the opening of the federal prison Alcatraz. Search for historic documents relating to the federal prison era by searching Alcatraz: www.bop.gov

Also check out Bureau of Prisons history of Alcatraz: http://www.bop.gov/about/history/alcatraz.jsp

Prison University Project is an organization that provides educational programs to people incarcerated at San Quentin State Prison: www.prisonuniversityproject.org

Alcatraz Military history page by former park ranger and military historian: www.fortressalcatraz.com

KQED public media website that provides educational resources and lesson plans pertaining to the history of Alcatraz. Type "Alcatraz" in the search bar: www.kqed.org