

## Unlocking Alcatraz– Political Prisoners

2013-2014	<b>Desired Results</b>	
<b>Goals of Program</b>	<b>Transfer</b>	
<p>Students will ...</p> <ul style="list-style-type: none"> <li>• Enrich their understanding of place through inquiry.</li> <li>• Experience National Parks as places for learning and recreation and develop a personal connection with their local national park.</li> <li>• Learn about the consequences of activism against 20<sup>th</sup> Century US government policies through the experiences of political prisoners held on Alcatraz.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and synthesize primary and secondary sources.</li> <li>• Engage in an informed and reasoned discussion of the relationship between civil rights and civil disobedience.</li> </ul>	
<b>CA History-Social Studies Content Standards</b>	<b>Meaning</b>	
<p>Chronological and Spatial Thinking</p> <ul style="list-style-type: none"> <li>• Evaluate the consequences of past events and decisions.</li> <li>• Relate current events to the physical and human characteristics of places and regions.</li> </ul> <p>Historical Research, Evidence, and Point of View</p> <ul style="list-style-type: none"> <li>• Students identify bias and prejudice in historical interpretations.</li> <li>• Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</li> </ul> <p>Historical Research, Evidence and Point of View</p>	<p style="text-align: center;"><b>Enduring Understandings</b> <b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Individuals and/or groups who speak out against laws and/or commonly held beliefs have faced consequences throughout US history and continue to do so</li> <li>• Historical interpretation is influenced by one’s perspective.</li> <li>• Local history enriches and challenges our perception of the national narrative</li> <li>• National Parks belong to all of us and each of us can play a part in their preservation and protection.</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Does our democracy support activism or does activism support our democracy?</p>

- Students identify bias and prejudice in historical interpretations.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### Historical Interpretation

- Students show the connections between particular historical events and larger trends and developments.
- Students interpret past events and issues within the context in which an event unfolded.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

- Analyze the political, economic, and social ramifications of World War I on the home front.

11.9 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 era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting.

11.10 - Students analyze the development of federal civil rights and voting rights.

- Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South ... and how the advances influenced the agendas, strategies, and effectiveness

<p>of the quests of American Indians.</p> <p>12.2 - Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens</p> <p>...</p> <ul style="list-style-type: none"><li>• Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.</li></ul> <p>12.3 - Students evaluate and take and defend positions on what the fundamental values and principles of civil society are for a free society.</p> <ul style="list-style-type: none"><li>• Explain how civil society makes it possible for people to bring their influence to bear on government in ways other than voting and elections.</li></ul> <p>12.10 - Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between: liberty and equality; civil disobedience and the rule of law.</p>		
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<b>Acquisition</b>		
	<p><b>Students will know :</b></p> <ul style="list-style-type: none"> <li>• The historical context of the political prisoners who were held on Alcatraz.</li> <li>• Alcatraz housed political prisoners as well as the general prison population throughout its history as a military prison and federal penitentiary.</li> <li>• The parallels between political activists incarcerated on Alcatraz with political activists serving time today.</li> </ul>	<p><b>Students will be able to ...</b></p> <ul style="list-style-type: none"> <li>• Analyze primary sources to determine what the individuals believed and why they were contrary beliefs.</li> <li>• Explain the government response in the context of the era.</li> <li>• Synthesize information and opinions about the Alcatraz political prisoners in order to write an argument supporting a specific claim using valid reasoning and relevant and sufficient evidence.</li> </ul>

<b>California’s Common Core State Standards Grades 11-12</b>	<b>Evidence</b>
<p>Reading Standards – Craft and Structure 6 Determine an author’s point of view or purpose in a text.</p> <p>Writing Standards – Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts ... 2. Write informative/explanatory texts to examine and convey ideas.</p> <p>Writing Standards – Research to Build and Present Knowledge 7. Conduct research projects to answer a question.</p> <p>Speaking and Listening Standards – Comprehension and Collaboration 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric...</p> <p>Reading Standards for Literacy in History/Social Studies – Key Ideas and Details 3 Cite specific textual evidence to support analysis of primary and secondary source...</p>	<p><b>Students will show their learning by ...</b> Performance tasks</p> <p>Examine, question, and interpret primary and secondary sources in order to explain the beliefs of individuals who were incarcerated as political prisoners on Alcatraz.</p> <p>Write a critical argument in response to</p> <ul style="list-style-type: none"> <li>• Should these men have been punished because of their actions in support of their beliefs?</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Write an informative/explanatory essay addressing</p> <ul style="list-style-type: none"> <li>• What are the similarities between people incarcerated for their beliefs during your lifetime and those imprisoned on Alcatraz?</li> </ul> <p>Students will use evidence gathered through the place-based activities on Alcatraz as well as the PreSite materials that enables them to write a clear and complete argument.</p>