

YEAR | LEVEL

**3** | **B**

Teacher's  
Manual

# Structure and Style<sup>®</sup>

FOR STUDENTS

YEAR **3** LEVEL **B**

Andrew Pudewa

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The purchase of this book allows its owner access to PDF downloads of the following:

- the optional *SSS-3B Reproducible Checklist with Points* (25 pages)
- the *SSS-3B Student Samples*
- the *Adapting the Schedule for 30 Weeks*
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Sample

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## Teacher's Manual

Gray boxes such as this are in the Teacher's Manual and include additional information about the course that will provide extra information for the teacher or teaching parent to help students in the course.

Depending on the age or aptitude of students, most participants plan to spend thirty to sixty minutes a day, four days a week, working through the course. Younger or special needs students will need closer to forty-five minutes or longer each day. Older or more adept students will find thirty minutes or less each day enough time to complete the assignments. Note that lessons earlier in the year are easier and therefore less time intensive. Trust the system. Don't skip the first assignment! The easier lessons are important for all students as they build confidence and lay an important foundation.

Introduction

### Introduction

Welcome to *Structure and Style® for Students*, taught by Andrew Pudewa. His humor and step-by-step clarity have yielded amazing results with thousands of formerly reluctant writers. We hope you will have an enjoyable year as you learn to write with *Structure and Style!*

### Assembling Your Binder

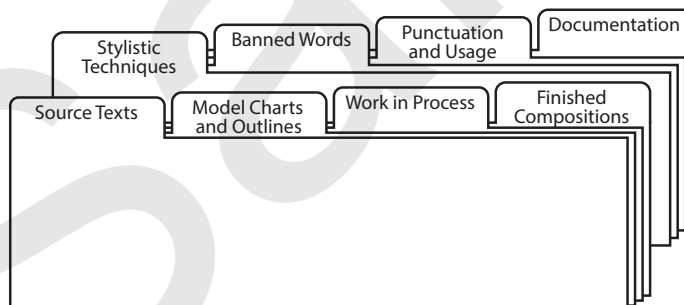
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

To prepare for your first class, take pages 1–8 from this packet and place them at the front of your binder—before the Source Texts tab. Each week, you will add the weekly Overview pages to this front section; therefore, place Week 1 Overview, page 9, on top of the pages that you just moved. When you begin Week 2, place Week 2 Overview on top of Week 1 Overview.

The remaining pages from this student packet should be placed in the back of the binder behind the Documentation tab. You will be instructed each week by either your teacher or Mr. Pudewa where to put these additional pages.

### Supplies

Every *Structure and Style for Students* box comes with a Teacher's Manual, this student packet, videos containing twenty-four teaching episodes with Andrew Pudewa, and a Student Binder with eight tabs:



### Fix It!® Grammar

To provide an effective and delightful method of applying grammar rules to writing, consider using *Fix It! Grammar* in addition to this course.

### Vocabulary

Vocabulary words are included in the lessons. Directions encourage review on a weekly basis.

Beyond this, you only need a pen and several sheets of notebook paper for each week's assignments.

## Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
<b>Unit 1</b> 1	Mermaids The Cottingley Fairies		<i>Princess Mary's Gift Book: A Spell for a Fairy</i> by Alfred Noyes
<b>Unit 2</b> 2	Cryptozoology Bigfoot	-ly adverb <i>who/which</i> clause	<i>The Incurrible Children of Ashton Place: Book 1: The Mysterious Howling</i> by Maryrose Wood
<b>Unit 3</b> 3	The Thief and the Innkeeper	strong verb banned words: <i>say/said, go/went, think/thought</i>	
4	Flannan Isle	<i>because</i> clause banned words: <i>see/saw, want/wanted</i>	
<b>Unit 4</b> 5	Lake Monsters		
6	Man-Made Mysteries	quality adjective banned words: <i>good, bad, big, small</i>	<i>The Voyage of the Dawn Treader</i> by C. S. Lewis
<b>Unit 5</b> 7	Dinosaur or Stonehenge	<i>www.asia</i> clause	
8	Tent and Bigfoot or Boat and Sea Monster	#2 Prepositional Opener	
<b>Unit 6</b> 9	Alcatraz		<i>The Adventures of Sherlock Holmes</i> by Sir Arthur Conan Doyle
10	An Unsolved Mystery additional sources required	#3 -ly Adverb Opener #5 Clausal Opener	
<b>Unit 7</b> 11	A Small Object You Use		<i>The Indian in the Cupboard</i> by Lynne Reid Banks
12	Chimera	#1 Subject Opener #4 -ing Opener #6 vss Opener	



## Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
13	Author Imitation		<i>The Children's Homer: The Adventures of Odysseus and the Tale of Troy</i> by Padraic Colum
<b>Unit 8</b> 14	Cryptids		
15	Homer, Part 1 Super-Essay		<i>Journey to the Center of the Earth</i> by Jules Verne
16	Homer, Part 2	decorations	
17	Homer, Part 3		
<b>Unit 9</b> 18	How Watson Learned the Trick		<i>The Merchant of Venice</i> by William Shakespeare or 1980 movie
<b>Poetry</b> 19	Haiku Cinquain		
20	Couplet, Tercet, Quatrain	alliteration/assonance simile/metaphor	
21	Sonnet	blank verse	
22	Trochaic, Dactylic, Anapestic	advanced meter	
<b>Response to Literature</b> 23	The Charge of the Light Brigade		<i>A Book of Nonsense</i> by Edward Lear
24	Timed Essay		

### **How to adapt the suggested daily breakdown for a homeschool program:**

In a homeschool setting, students will watch the video and complete the homework assigned in the Suggested Daily Breakdown section on each lesson's Overview page. On Day 5, parents will collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video. Parents may also discuss grammar and/or literature during class time.

### **How to adapt the suggested daily breakdown for a one-day-a-week program:**

In a one-day-a-week class setting, teachers can adapt the suggested daily breakdown one of these two ways:

- A. Using the videos as a guide, teachers watch SSS and then use it as a model for teaching the lessons live.
- B. Alternatively, parents can purchase the SSS program allowing students to watch the video at home and complete the assignment as directed for Days 1–4 in the Suggested Daily Breakdown section on each lesson's Overview page. Class will meet on Day 5, when the instructor can collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video. Teachers may also discuss grammar and/or literature on class day.

### **How to adapt the suggested daily breakdown for a two- or three-day-a-week program:**

In a two- or three-day-a-week class setting, teachers can adapt the suggested daily breakdown in any one of these three ways:

- A. Using the videos as a guide, teachers watch SSS and then use it as a model for teaching the lessons live.
- B. Students can watch Part 1 of the video in class and complete the assignment as directed. Any work not completed in class will be finished at home. The remaining class day(s) can be used to watch Part 2 of the video and complete the assignment as directed. Class time will also be used to collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video.
- C. Alternatively, parents could purchase the SSS program, allowing students to watch the video and complete the assignment at home. Instructors would then use their two or three class days to collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video. Teachers may also discuss grammar and/or literature on class day.

### **How to adapt the suggested daily breakdown for a four- or five-day-a-week program:**

Teachers who teach in full-time schools can adapt the suggested daily breakdown in any one of these three ways:

- A. Using the videos as a guide, teachers watch SSS and then use it as a model for teaching the lessons live. The daily breakdown can remain the same, or teachers can adjust or stretch out the lessons. (See blue page for a suggested weekly schedule for adapting twenty-four weeks of instruction into thirty weeks.)
- B. Teachers show the videos as an instructional tool and facilitate the lessons by passing out the papers and writing on the whiteboard what Mr. Pudewa writes. The daily breakdown can remain the same.
- C. Teachers show the class selected clips from the videos, particularly those which introduce a new IEW Unit (Weeks 1, 2, 3, 5, 7, 9, 11, 14, 18, 19, 23) and then teach the other weekly lessons themselves. The daily breakdown can remain the same, or teachers can adjust or stretch out the lessons. (See blue page for a suggested weekly schedule for adapting twenty-four weeks of instruction into thirty weeks.)

# Week 9: Alcatraz



## Teacher Preparation

Watch TWSS2 Video 6 - Total Time 37:58

- Structural Unit 6: Summarizing Multiple References
- Model for Unit 6: Elephants
- Paper Management

## Literature Suggestion

*The Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle

Week 9: Alcatraz

OVERVIEW

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

### Week 9: Alcatraz

**Structure and Style for Students Video 9 Part 1: 00:00–42:51 Part 2: 42:52–1:11:14**

#### Goals

- to review the Unit 6 Summarizing Multiple References structural model
- to write source outlines from multiple references
- to write three fused outlines
- to write a 3-paragraph report
- no new vocabulary words this week

#### Suggested Daily Breakdown

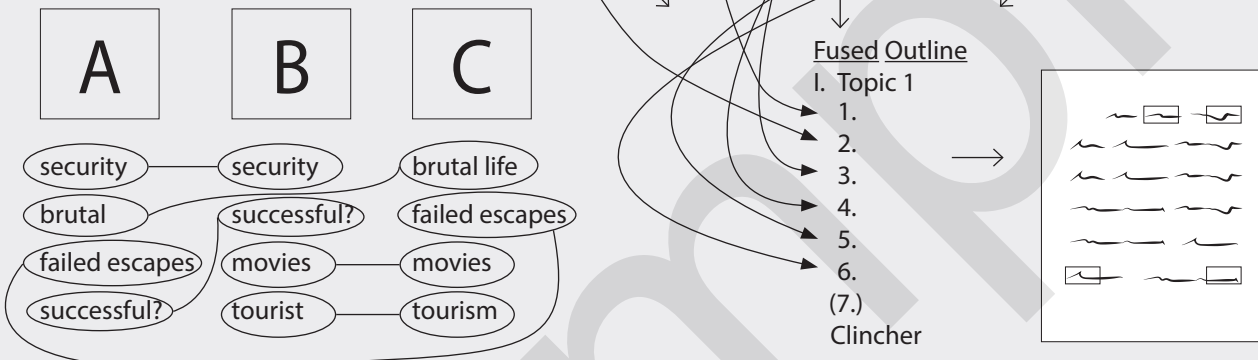
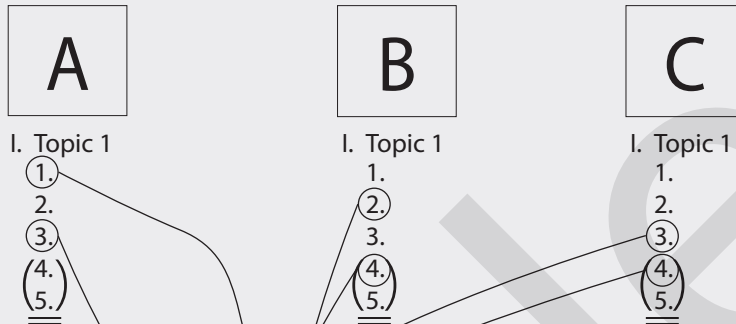
DAY 1	<ul style="list-style-type: none"> <li>• Watch Part 1 of Video 9.</li> <li>• Review the process for writing source and fused outlines.</li> <li>• Read and discuss “Alcatraz Federal Penitentiary,” “Alcatraz: Then and Now,” and “Alcatraz,” annotating possible topics in the margin.</li> <li>• Choose three related topics about Alcatraz.</li> </ul> <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 9.</i></p>
DAY 2	<ul style="list-style-type: none"> <li>• Watch Part 2 of Video 9 starting at 42:52.</li> <li>• Write two source outlines and a fused outline for your first topic.</li> <li>• Using your fused outline, write the first paragraph of your report about Alcatraz.</li> <li>• Begin your paragraph with a topic sentence and end it with a clincher sentence.</li> <li>• Highlight or bold two or three key words that repeat or reflect in the topic and clincher sentences.</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 9.</i></p>
DAY 3	<ul style="list-style-type: none"> <li>• Write two source outlines and a fused outline for your second topic.</li> <li>• Using your fused outline, write the second paragraph of your report about Alcatraz.</li> </ul> <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 9.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> <li>• Write two source outlines and a fused outline for your third topic.</li> <li>• Using your fused outline, write the third paragraph of your report about Alcatraz.</li> <li>• Add one of each dress-up and one #2 prepositional opener in each paragraph.</li> <li>• Create a title following the title rule.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> <li>• Turn in your rough draft to your editor with the completed checklist attached.</li> <li>• Write your final draft, making any changes that your editor suggested.</li> <li>• Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.</li> <li>• In preparation for Week 10, choose a mystery that remains unsolved and bring three or four sources about that mystery to class.</li> </ul> <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 9.</i></p>

**Board Notes**

Unit 6 - Summarizing Multiple References

Process

1. Subject
2. List possible topics
3. Choose topics # needed
4. Source outlines
5. Fused outline ] repeat
6. Write paragraph with checklist



**A**

**B**

- I. Alcatraz, 1962 escape, clever
1. 3 , previous, attempts, other
  2. dug, spoons, hour
  3. concealed, false walls
  4. dummy, heads, hair
  5. raft, 50 raincoats, never

- I. Alcatraz, 1962 escape, clever
1. F. Morris, J & C Anglin
  2. climbed, barbed wire
  3. 1 body, found, X identified
  4. 1975, photo, J & C, resembled
  5. 2013, letter, J, 83, cancer

Fused Outline

- I. Alcatraz, 1962 escape, clever
1. 3 , F. Morris, J & C Anglin, attempts
  2. dug, spoons, hour
  3. dummy, heads, hair
  4. climbed, barbed wire
  5. raft, 50 raincoats, 1 , found
  6. 1975, photo, 2013, letter, J
  7. B. P., ~~ever escape~~, official
- Clincher

For next week's assignment:

1. Find your own subject.  
mystery/uncertain
2. Collect 3-4 sources.  
one must be a book  
websites  
encyclopedia  
periodicals (magazines, etc.)
3. Bring to class.

Possible Mysteries

- Amelia Earhart
- lost colony of Roanoke
- flying saucers
- D.B. Cooper
- how pyramids were made
- origin of domesticated dogs
- Atlantis
- lost continent of Mu
- Bermuda Triangle
- Stonehenge

**Structure** Summarizing Multiple References

- In Unit 6 the KWO is formed by taking key words from interesting and important facts, similar to Unit 4. Students use multiple sources related to each topic. Each topic becomes a single paragraph.
- To write a source outline, students place key words on the topic line, following this pattern: *subject, topic, one more word about the topic*. Then students select three to five facts from each source text and place them on the appropriate source outline, using key words, symbols, numbers, and abbreviations.
- Using the source outlines, students combine the most interesting and important notes to form a fused outline.
- Teach students that because they are writing one paragraph about one topic, the topic lines of both source outlines and the fused outline must be the same.
- Students use the fused outline to write a paragraph. Because the paragraph is about a specific topic, it must follow the topic-clincher rule.

UNIT

6

## Summarizing Multiple References

- find multiple sources
- choose topics
- 1 outline/topic/source
- create fused outline



Unit 6 Process

1. Determine the subject.
2. List possible topics.
3. Choose topics.  
# topics = # ¶s
4. Write source outlines.
5. Write fused outline.
6. Write paragraph with checklist.

Repeat steps 4–6 for each topic/paragraph.

SOURCE 1	SOURCE 2	SOURCE 3
(info on source)	(info on source)	(info on source)
I. Topic A	I. Topic A	I. Topic A
1.	1.	1.
2.	2.	2.
3.	3.	3.
(4.)	(4.)	(4.)
<b>USEFUL INFORMATION</b>	<b>FUSED OUTLINE</b>	<b>STYLE LIST</b>
quotes	I. Topic A	<input type="checkbox"/> -ly adverb
due date	1.	<input type="checkbox"/> who/which clause
or more notes	2.	<input type="checkbox"/> strong verb etc.
	3.	
	4.	
	5.	
	6.	
	(7.)	
	Clincher	

yellow

Sample

**Structure** Unit 6: Summarizing Multiple References

- In this lesson students write three paragraphs about the subject Alcatraz. The source texts provide information about six different topics: security, brutality, failed escapes, successful escapes, movies, tourism.
- Since students must write about three topics, they should choose three that work well together. One combination could be security, failed escapes, and successful escapes. Other combinations could be security, movies, and tourism or failed escapes, successful escapes, and movies or tourism.
- The Roman numeral line of the source and fused outlines is where students indicate the subject of the assignment and the topic of the paragraph. Require students to follow the pattern: *subject (Alcatraz), topic, one more word about the topic.*

Week 9: Alcatraz

**Source Text A****Alcatraz Federal Penitentiary**

Alcatraz Federal Penitentiary was considered the most secure prison in America. Nicknamed “The Rock,” the penitentiary was located on Alcatraz Island, which is 1.25 miles north of the bustling city of San Francisco. The cold, strong currents of San Francisco Bay surround the island. During its operation from 1934 to 1963, the prison housed 336 inmates, but on average only 260–275 individuals were incarcerated at a time. Over its thirty-year history, more than 1,500 of the toughest, most violent criminals were held there, including murderers, bank robbers, and prisoners who had previously attempted to escape. Each cell housed one man, measured nine feet by five feet, and consisted of concrete walls and reinforced iron bars. No cells were located near outside walls. The ratio of prisoners to guards was three to one, the lowest in the nation. Guards checked the prisoners a dozen times a day, and the prison had state-of-the-art metal detectors. Such security measures along with rumors of sharks swimming in the cold waters contributed to the escape-proof reputation.

Life at Alcatraz was brutal. Prisoners were not sentenced to Alcatraz. Rather, they were sent from other institutions so that they could be reformed. Because activity was highly structured and monotonous, most prisoners reformed in five years. Awakened at 6:30 each morning, inmates had twenty minutes to tidy their cells according to precise instructions. At 6:50 guards counted the prisoners, opened the doors, and marched the men to breakfast. After eating for twenty minutes, prisoners sat with their hands at their sides until the guards confirmed that all eating utensils were accounted for. Knives were placed on the left, the fork was in the center, and the spoon was on the right. The

## UNIT 6: SUMMARIZING MULTIPLE REFERENCES

highly regimented day continued. Inmates who had earned the right to work marched off to their duties: laundry detail, garbage, gardening. Lunch was at 11:30; dinner was at 4:25. Although the no-talking rule was eliminated early on, no singing or whistling was allowed even during the music hour, which occurred nightly when inmates could practice their instruments that they bought with their earnings. Lights were turned off at 9:30 PM. If prisoners did not conform, they were placed for several days in one of forty-two cells in D-block. The worst of these cells was the “Strip Cell,” which had only a hole for a toilet. Prisoners placed in this cell received two blankets for a bed. They were not allowed to wear clothes. The sensory deprivation was brutal.

Fourteen attempts by thirty-six men occurred due to these brutal conditions. The first attempt happened in 1936, when Joe Bowers, who was burning trash on garbage duty, scaled the fence. A prison guard shot him, and he fell and died from his injuries. In 1939 “Doc” Barker, a murderer from Tulsa, Oklahoma, along with four other men tried to escape. They sawed bars, dropped to the ground, and scrambled to the shore. Three men surrendered to the armed guards, two were shot, and Doc died from his injuries. In 1941 John Bayless attempted to escape while he was on garbage duty. However, when he reached the water, he found it too cold and gave up. The Battle of Alcatraz, the most violent of all escape attempts, happened in 1946. Six prisoners overpowered guards, stole their keys, and armed themselves. When they found that none of the keys unlocked the recreation yard door to freedom, they did not surrender but started shooting. They injured eighteen officers, killing two. All prisoners were recaptured, one received a life sentence, and two were executed. Again, no one escaped.



There were several failed escapes from Alcatraz Federal Penitentiary before June 11, 1962, when allegedly three men found freedom. Theodore Cole and Ralph Roe disappeared during a storm on December 16, 1937. Although they may have survived the storm, they probably drowned at sea. More careful planning went into the scheme that allowed Frank Morris and brothers John and Clarence Anglin to escape in the summer of 1962. All had previously attempted to escape from other prisons. Allen West, a prisoner who claimed he had been left behind, explained how the men vanished. The trio dug around their ventilation grates with spoons during music hour and concealed their work with false walls. They created dummy heads with human hair that led the guards to believe that they were in bed. After they exited their cells, they climbed to the roof, scaled down the drain pipes, and ran to shore. Having created a raft and life jackets with fifty prison-issued raincoats, they plunged into the San Francisco Bay, never to be seen again. After seventeen years of searching, the FBI closed the case because they had found no credible evidence that the men had survived the bitter cold shark-infested waters.



*Alcatraz from the air. Photograph by Boaz Meiri. 22 April 2011. Courtesy of Boaz Meiri, CC BY-SA 3.0.*

Sample

**Source Text B****Alcatraz: Then and Now**

Alcatraz Island housed the most secure federal penitentiary from 1934 to 1963. It was built to show the public that the government was serious about stopping the raging crime of the 1920s and 30s. Built on an island in San Francisco Bay that previously housed a military prison, Alcatraz lacked its own water supply or soil. Due to its need for supplies and its maximum security with one guard for every three prisoners, it was the most expensive prison in the nation to operate. In addition to several strategically placed guard towers overlooking the 302 prisoners, the prison cells had what were believed to be hacksaw-proof bars and concrete walls that backed into corridors rather than outside walls. Also, the dangerously cold, shark-infested waters surrounding the island had swift currents that swept unsuspecting swimmers out to sea. Confident that Alcatraz was escape-proof, the prison authorities transferred the most notorious criminals who needed minimum privileges and maximum security to the island.

With fourteen escape attempts involving thirty-six men (including two who tried to escape twice), only one in 1962 was potentially considered successful. On June 12, 1962, prison guards discovered three cells empty of living men although they had been fooled all night by the dummy heads in their beds made from toilet paper, soap, and real human hair. Frank Morris, John Anglin, and Clarence Anglin had been planning their escape for several months according to Allen West, a prisoner-turned-informant who had been left behind. The men had slowly and patiently enlarged the opening around their ventilation covers using a spoon and a make-shift drill. The night that they escaped, they took life vests and a pontoon raft made from raincoats

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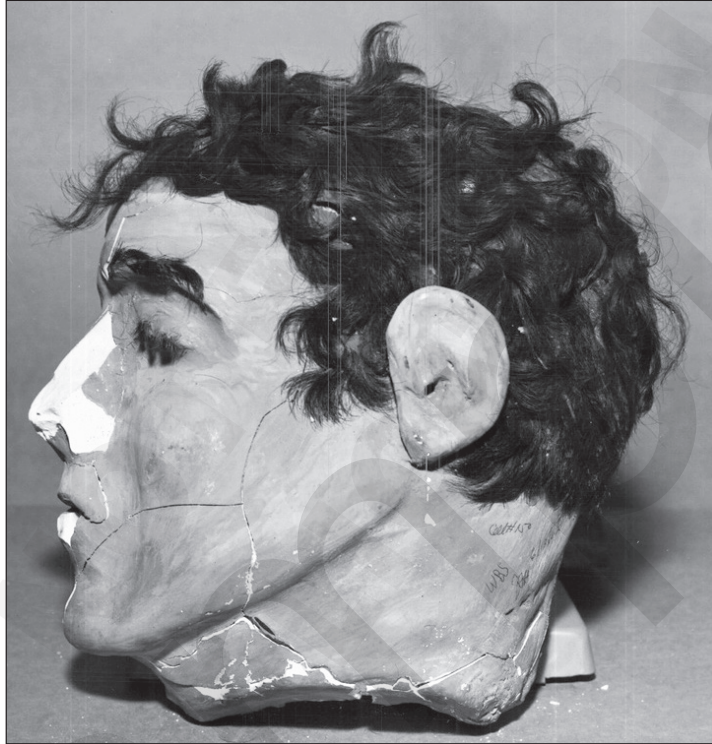
and climbed to the roof. Scaling down the drain pipes, they climbed over a barbed wire fence and made it to shore. Whether or not the trio survived the voyage across the bay remains a mystery. A body dressed in blue clothing similar to what they would have worn was found, but its features were too deteriorated to be identified. A photo of two men that was allegedly taken in 1975 reveals a picture of two men in Rio de Janeiro that bears a striking resemblance to Frank Morris and John Anglin. Another piece of evidence suggesting that the trio may have survived is a letter claimed to be written by John Anglin and received by San Francisco Police Department in 2013. It states, “If you announce on TV that I will be promised to just go to jail for no more than a year and get medical attention, I will write back to let you know exactly where I am. I am 83 years old and in bad shape. I have cancer.” The letter asserts that all three made it out alive and that Frank Morris and Clarence Anglin died in 2008 and 2011, respectively. The FBI handwriting analysis proved inconclusive, adding more mystery to the 1962 escape. According to the Federal Bureau of Prisons, “Officially, no one ever succeeded in escaping from Alcatraz.”

Because of its remarkable history, many movies have been made about Alcatraz. Several of these were filmed on location. One of the most notable is *Escape from Alcatraz*, the 1979 motion picture starring Clint Eastwood as Frank Morris. Based on the real-life escape of Morris and the Anglin brothers, the movie leads its viewers to conclude that the three men who escaped the prison walls and navigated the San Francisco Bay successfully are still at large. *Birdman of Alcatraz* stars Burt Lancaster as Robert Franklin Stroud, a notoriously violent criminal who was moved from Leavenworth to Alcatraz. He earned the nickname “Birdman” because he raised nearly

three hundred canaries at Leavenworth and published two books on bird disease. Other movies had scenes shot on Alcatraz, including a 1996 violent action thriller *The Rock*, the 2002 movie *Catch Me If You Can*, and the 2010 film *Cats and Dogs: The Revenge of Kitty Galore*. Other movies like *X-Men: The Last Stand* had locations depicted as Alcatraz but were filmed elsewhere.

Nearly ten years after the prison closed its doors due to the huge expense to keep it running, Alcatraz became a part of the National Park Service's Golden Gate National Recreation Area, and in the fall of 1973, the National Park Service allowed tourists to visit the facility. Each year over one million visitors take the fifteen-minute ferry to the island from Pier 33 in San Francisco. Here they can see where the first lighthouse on the U.S. West Coast was built. Its current structure was rebuilt in 1909 after the 1906 earthquake destroyed its predecessor. Visitors to the island tour the gardens and admire the birds from which Alcatraz received its name: Isla de los Alcatraces, meaning *island of the pelican or strange bird*. Of course, the most notable attraction on the small island is the self-guided audio tour through the recreation yard, warden's home, and the cell house. Visitors can view the cell from which John Anglin escaped and even see his dummy head. Each summer people swim from Alcatraz to San Francisco in the Escape from Alcatraz Triathlon. Athletes jump from a ferry boat near the island and swim 1.5 miles to Marina Green Beach, where they grab their bikes and ride eighteen miles through the hilly region and sharp turns, followed by an eight-mile run under the Golden Gate Bridge and up the four-hundred-step Sand Ladder. Racing to the finish line, they are greeted by cheering fans, who witnessed their successful attempt to escape Alcatraz.

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*John Anglin's fake head used in his escape attempt from Alcatraz in 1962. Photograph by Federal Bureau of Investigation. 1962. Public Domain.*



**Source Text C****Alcatraz**

Prison life in Alcatraz Federal Penitentiary was harsh. During 1934–1963 Alcatraz was a maximum security, minimum privilege prison, designed to teach incorrigible, violent inmates, as well as inmates who attempted to escape, to follow rules. If these prisoners reformed, they could be transferred to another prison to finish their sentences. The average time served on “The Rock,” another name for Alcatraz, was five years. Most of the 1,576 prisoners were relatively unknown. However, there were a few exceptions. Al “Scarface” Capone, a famous gangster and Mafia leader from Chicago, attempted to manipulate the guards at Alcatraz because he had successfully used this tactic during his previous incarceration. In Atlanta Capone’s prison cell was beautifully furnished and carpeted. Additionally, the guards would come and enjoy the programs playing on Capone’s radio. In Alcatraz he had no such luck. Another notorious criminal, “Machine Gun” Kelly, was incarcerated in Leavenworth, Kansas, when he was overheard boasting about his plan to escape that prison, thus the transfer to Alcatraz. “Doc” Barker, a murderer and prisoner escapee from Tulsa, was sent to “The Rock” because he also was unwilling to reform. At Alcatraz all prisoners were expected to follow the rules, which included sticking to a strict schedule with minimal privileges. What may have been the most difficult part of their stay on “The Rock” was the location. Alcatraz Prison was so close to San Francisco that inmates could hear the people from the nearby yacht club celebrating at parties.

Because of the brutality of Alcatraz, thirty-six prisoners made escape attempts, some more than once. All but five men were recaptured, killed in the attempt, or

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executed. While most prisoners accepted that Alcatraz was a fortress, some like Doc Barker died trying to escape. In 1939 he and four other inmates sawed through and bent bars before making it to the water's edge. Spotted by guards, three surrendered, but two were shot. Doc did not survive his wounds. Two years later John Bayless, working garbage detail, managed to make it to the shoreline. However, after wading into the cold water, he gave up. When appearing in an appeals court in nearby San Francisco, Bayless attempted another escape, but he was quickly recaptured. Of the five prisoners unaccounted for after their escape, two were most likely swept to sea on a stormy 1937 December night. The other three escaped in June 1962 and are still unaccounted for. Alcatraz closed three months after the 1962 prison break. Surprisingly, it was not closed on account of the escapes but because it was very costly to keep the prison operating.

Considering that there are so many stories of intriguing escape attempts and the fact that Alcatraz is located in beautiful San Francisco Bay, it is no surprise that many movies are shot with the island in the script. This is perhaps the reason for its continued fame and notoriety. Some, like the 1967 *Point Blank* and 1996 *The Rock*, both violent and mysterious, are not based on historical events. *Murder in the First* is loosely based on the story of Henri Young, one of the men who attempted escape with Doc Barker. The movie shows Young being placed in solitary confinement for three years and then after his release killing a fellow prisoner. His lawyer blames Alcatraz for the death, not Henri Young. However, the most famous movie based on real-life events is *Escape from Alcatraz*. Clint Eastwood plays the role of brilliant prisoner Frank Morris, who was the mastermind behind the June 11, 1962, escape. While officially



the three men are listed as missing and presumed drowned according to the Federal Bureau of Prisons, the movie leads its viewers to believe that the men survived.

Tours of Alcatraz started in 1973, 10.5 years after the prison closed. During those ten years, the question of what to do with the island was debated. Should it become a location for a West Coast statue like Lady Liberty? Should it be allowed to be claimed by Native Americans? A nineteen-month Native American occupancy that occurred from November 1969 to June 1971 seemed to indicate that this idea was plausible. Eventually, the island became part of the Golden Gate Recreational Area, and over a million tourists ferry over each year to one of San Francisco's most popular attractions. Visitors can see the seabirds nesting, enjoy the sights of the Bay, and step inside the prison walls to be guided on an audio tour of the cell block and prison cells where some of the nation's most dangerous criminals were kept.



*Al Capone's mugshot when he was sent to prison. Mugshot by United States Bureau of Prisons. 17 June 1931. Public domain.*

Sample

In preparation for Week 10 writing assignment, students should choose a a mystery that remains unsolved and bring three or four sources about that mystery to class.

- At least one source must be a book.
- Information from websites must be printed.

Week 9: Alcatraz

## Unit 6 Composition Checklist

### Week 9: Alcatraz

Summarizing  
Multiple  
References

Name: \_\_\_\_\_



Institute for  
Excellence in  
Writing  
Listen. Speak. Read. Write. Think!

#### STRUCTURE

- name and date in upper left-hand corner \_\_\_\_\_
- composition double-spaced \_\_\_\_\_
- title centered and repeats 1–3 key words from final sentence \_\_\_\_\_
- topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) \_\_\_\_\_
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_

#### STYLE

##### ¶1 ¶2 ¶3 Dress-Ups (underline one of each)

- ly adverb \_\_\_\_\_
- who/which* clause \_\_\_\_\_
- strong verb \_\_\_\_\_
- because* clause \_\_\_\_\_
- quality adjective \_\_\_\_\_
- www.asia* clause \_\_\_\_\_

##### ¶1 ¶2 ¶3 Sentence Openers (number; one of each as possible)

- [2] prepositional \_\_\_\_\_

**CHECK FOR BANNED WORDS** (-1 pt for each use): say/said, go/went, think/thought, see/saw, want/wanted, good, bad, big, small \_\_\_\_\_

#### MECHANICS (-1 pt per error)

- capitalization \_\_\_\_\_
- end marks and punctuation \_\_\_\_\_
- complete sentences \_\_\_\_\_
- correct spelling \_\_\_\_\_

### Organize Your Binder

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- Put “Alcatraz Federal Penitentiary,” “Alcatraz: Then and Now,” and “Alcatraz” behind the Source Texts tab.
- Put Unit 6: Summarizing Multiple References and your notes behind the Model Charts and Outlines tab.
- Put your KWO and the Unit 6 Composition Checklist behind the Work in Process tab.

### Homework

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1. Write source outlines on the topics of your choice. Use your source outlines to write fused outlines.
2. Write three paragraphs, using your fused outlines and the Unit 6 Composition Checklist.
3. Remember to use an editor. Make corrections.
4. Follow the directions on the checklist.
5. In preparation for the next assignment, choose a mystery that remains unsolved and bring three or four sources about that mystery to class.