

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “Escape From Alcatraz.”

1. What and who is the article mainly about? (It can be an individual or a group of people.)

2. What significant event does the article describe? Why is this event significant?

3. What obstacles do the main persons face leading up to this event?

4. What happened to the main persons in the article after the event?

5. Are there any other important details you haven’t mentioned? Write them here.

Summary of "Escape From Alcatraz"

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "Escape From Alcatraz."

In 1962, three inmates—Frank Morris, Clarence Anglin, and John Anglin—
attempted to break out of one of America's toughest prisons: Alcatraz.

Alcatraz was created to _____.
_____. The prison was

thought to be escape-proof because _____
_____.

As a result, the inmates who tried to escape Alcatraz before
Morris and the Anglin brothers _____

Nevertheless, the three men decided
to try. They devised an escape plan that included _____
_____.

On the night of June 11, 1962, Morris
and the Anglin brothers followed through with their plan and were never seen

again. Officials concluded that the men perished in the Bay, but _____
_____.
_____.

1. What was
the purpose
of Alcatraz?

2. List two
reasons
escape from
Alcatraz was
considered
impossible.

3. What
happened to
inmates who
had tried
to escape
previously?

4. How did
the men plan
to escape?

5. What
have some
other
people
concluded?
Why?

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Escape From Alcatraz."

1. Reread the section "Ready for Troublemakers." Which statement below BEST expresses the central idea of this section?

- Ⓐ Officials at Alcatraz were nervous before the arrival of the first inmates. (p. 8)
- Ⓑ Alcatraz opened in 1934. (p. 8)
- Ⓒ Alcatraz was built to house the most dangerous criminals in America. (p. 8)
- Ⓓ Criminals became celebrities in the 1930s. (p. 8)

2. Read the central idea of the introduction and the section "Many Had Drowned" stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:

Frank Morris, Allen West, and the Anglin brothers were resourceful.

- Ⓐ "They covered the dummy heads with hair stolen from the prison barbershop and painted faces on them." (p. 7)
- Ⓑ "Carefully avoiding the prison searchlight, they crawled silently across the roof . . ." (p. 7)
- Ⓒ "For months, they had been using stolen spoons and a power drill made out of a vacuum cleaner motor to dig away at the concrete walls of their prison cells." (p. 6)
- Ⓓ "Using stolen and handmade tools, they'd managed to fashion life jackets and a raft out of raincoats." (p. 6)

I chose _____ because _____

- 3. Read the details from the section "Harsh Punishment" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "After a gong signaled wake-up at 6:30 a.m., inmates cleaned their cells, then stood to be counted." (p. 8)

Detail 2: "No newspapers or radios were allowed. Lights-out was at 9:30 p.m. sharp." (p. 9)

Detail 3: "Men who broke the rules faced harsh punishment, the most feared of which was solitary confinement." (p. 9)

- 4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

Central Idea:

It was extremely difficult to escape from Alcatraz.

Detail 1:

"Men had tried to escape from Alcatraz before only to drown in the frigid waters of San Francisco Bay." (p. 6)

Detail 2:

Detail 3:

Name: _____ Date: _____

Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Escape From Alcatraz."

1. Read the central idea of the introduction and the section "Harsh Punishment" stated in the box below. Then check the boxes next to the THREE details that support the central idea.

Central Idea:

Frank Morris, Allen West, and the Anglin brothers were resourceful.

- ☐ "They covered the dummy heads with hair stolen from the prison barbershop and painted faces on them." (p. 7)
- ☐ "Carefully avoiding the prison searchlight, they crawled silently across the roof . . ." (p. 7)
- ☐ "For months, they had been using stolen spoons and a power drill made out of a vacuum cleaner motor to dig away at the concrete walls of their prison cells." (p. 6)
- ☐ "Using stolen and handmade tools, they'd managed to fashion life jackets and a raft out of raincoats." (p. 6)
- ☐ "Morris, who'd been imprisoned for bank burglary, was no stranger to escape." (pp. 6-7)

2. Read the details below. In the box, complete the central idea that these details support.

Central Idea:

It was extremely difficult to _____.

Detail 1: "Head counts took place constantly." (p. 9)

Detail 2: "Men had tried to escape from Alcatraz before only to drown in the frigid waters of San Francisco Bay." (p. 6)

Detail 3: "Men had made it this far before. None had made it to freedom. Some drowned. Others were turned back by the strong currents." (p. 7)

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Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Escape From Alcatraz."

1. In the section "Ready for Troublemakers," the author uses a **problem and solution** structure. Read the problem written below, then explain its solution on the lines provided.

Problem: Crime increased in the U.S. in the 1930s. Many powerful and dangerous criminals emerged during this time.

Solution: _____

2. A. Underline the text structure the author uses in the section "Island of the Pelicans" to explain the history of Alcatraz.

compare and contrast sequence of events

- B. Explain how you know, using evidence from the text.

3. What does the author **compare and contrast** in the section "Daring Escapes"?

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

4. A. Which text structure does the author primarily use in the section "Harsh Punishment"?

B. Explain how you know, using evidence from the text.

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Did They Make It?

Directions: Fill in the boxes to evaluate the evidence presented in "Escape From Alcatraz" that Frank Morris and Clarence and John Anglin escaped to freedom and the evidence that they did not make it to freedom.

<p>1. Evidence: After their escape attempt, the three men were never seen again (9).</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>	<p>2. Evidence: "According to some records, a raft was found on nearby Angel Island" (9).</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>
<p>3. Evidence: A body was spotted floating in San Francisco Bay after the men's escape attempt—though it was never identified (9).</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>	<p>4. Evidence: There were rumors of a stolen car that could have been used by Morris and the Anglins (9).</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>

<p>5. Evidence:</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>	<p>6. Evidence:</p> <p>I think this supports the conclusion that</p> <p><input type="checkbox"/> the men made it to freedom.</p> <p><input type="checkbox"/> the men died during their escape attempt.</p> <p>Is this evidence weak or strong? Explain.</p>
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7. Based on the story, which do you find more convincing—that Morris and the Anglin brothers survived and made it to freedom, or that they did not?

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Close-Reading Questions

"Escape From Alcatraz"

1. On page 7, author Deborah Hopkinson asks, "Could Morris and the Anglin brothers pull off the most daring escape in the history of Alcatraz?" According to the article, what was daring about the men's planned escape?
(key ideas and details)
2. On page 8, Hopkinson explains that Alcatraz was designed to be the most escape-proof prison in America. Why is this detail important to the story of Morris and the Anglins' escape? (text structure)
3. In the first paragraph of "Harsh Punishment," what sensory details does Hopkinson use? What is the effect of these sensory details—that is, what do they help you imagine or understand? (author's craft)
4. What idea or ideas about Alcatraz are supported by the information about Al Capone on page 9? Explain. (text structure)

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Critical-Thinking Questions

"Escape From Alcatraz"

1. As you read, did you find yourself rooting for Morris and the Anglins, hoping they would succeed in their escape? Why or why not?
2. Why do you think people continue to be interested in the story of Morris and the Anglin brothers' escape from Alcatraz?
3. Hopkinson notes that Alcatraz officials concluded that Morris and the Anglins died during their escape attempt, while the Anglins' family insists that the brothers survived. Why might prison officials have wanted to believe that the three men died? Why might the Anglin brothers' family want to believe that they survived?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Escape From Alcatraz.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood, Inference

1. Read the **headline** and look at the image on pages 4-5. What mood do the title and image create?

2. Study the images and read the **caption** on page 7. What do these features reveal about Frank Morris?

3. What can you tell about Alcatraz from the map on page 8?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Inference

5. What is the **mood** of the first three paragraphs of the introduction? How does the author create this mood?

6. From information in the section “Ready for Troublemakers,” what can you **infer** about Warden James A. Johnston’s personality?

7. **A.** Check (☒) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Island of the Pelicans.”

The author compares Alcatraz the fort with Alcatraz the prison.

The author chronologically explains the history of Alcatraz island.

The author describes the effect that the discovery of gold had on the construction of Alcatraz.

B. Explain how you know.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Escape From Alcatraz.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

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1. Read the **headline** and look at the image on pages 4–5. What mood do the title and image create?

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3. What can you tell about Alcatraz from the map on page 8?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading
Mood, Text Structure, Inference

5. Mood is the feeling the reader gets from a piece of writing. What is the **mood** of the first three paragraphs of the introduction?

- Ⓐ suspenseful
- Ⓑ relaxed
- Ⓒ pessimistic

B. Briefly explain how the author creates this mood:

6. In the first section of the article, the author writes that Frank Morris’s heart was “pounding” while he waited for the prison to quiet down for the night. What do you think Morris was feeling at that moment?

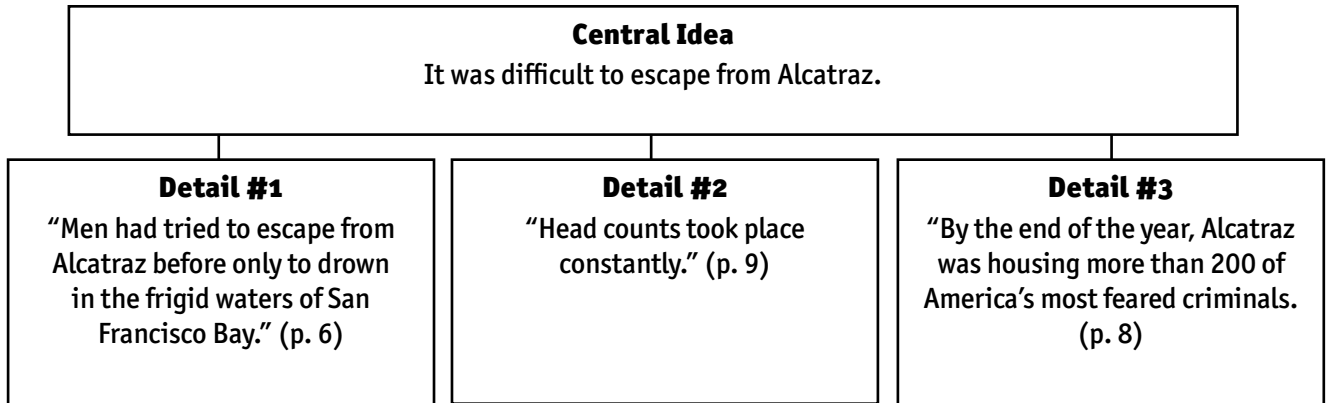
7. Text structure is the term for how an author organizes information. Information in the section “Island of the Pelicans” uses a sequence-of-events structure. Which words and phrases in the section help you identify this text structure?

- Ⓐ gold was discovered in California; people worried that San Francisco might be attacked
- Ⓑ small sandstone island; Barren; 22-acre island
- Ⓒ After gold was discovered in California in 1848; in the 1860s; Then, in 1934

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of “Escape From Alcatraz” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



- B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

9. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Escape from Alcatraz.”

- a. Before Morris and the Anglin brothers, many inmates had tried to escape from Alcatraz and failed.
- b. Al Capone terrorized Chicago in the 1920s.
- c. Morris was imprisoned for bank burglary.
- d. I can’t believe Morris was able to pull off his plan.
- e. Morris and the Anglin brothers tried to escape from Alcatraz.
- f. Officials believe Morris and the Anglin brothers died during their escape, but no one knows for sure.

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Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Escape From Alcatraz"

- 1. barren (BEHR-uhn)** *adjective or noun*; The adjective *barren* means "having very few plants or not good for growing plants." The desert is an example of a barren landscape. *Barren* can also mean "unable to produce seeds or offspring." A barren apple tree is one that cannot produce any apples.

As a noun, *barren* refers to an area of land with sandy soil where few plants are able to grow.

- 2. cohort (KOH-hawrt)** *noun*; A cohort is a companion or supporter with whom you have something in common. *Cohort* is often used to mean "accomplice"—that is, someone who helps someone else carry out a crime or wrongdoing. *Cohort* is also used to describe a group of people who are around the same age or have something else in common, as in "A cohort of middle school students sat near the front of the room."

- 3. fashion (FASH-uhn)** *verb or noun*; As used in "Escape From Alcatraz," *fashion* is a verb that means "to make something from something else." Cavemen fashioned tools from stones. You might fashion a guitar strap out of a scarf. *Fashion* can also be a noun that refers to what's popular and in style.

- 4. hypothermia (hahy-poh-THUHR-mee-uh)** *noun*; If a person has hypothermia, his or her body temperature is dangerously low. If hypothermia is not treated, it can lead to death. Someone may develop hypothermia after falling into ice-cold water or being outside in the cold without warm-enough clothes.

- 5. incarcerate (in-KAHR-suh-rayt)** *verb*; To incarcerate someone is to put him or her in prison. If someone is incarcerated (adjective), that person is in prison. In the sentence "Linda took college classes during her incarceration," *incarceration* (noun) means "the time during which she was in prison."

- 6. ingenious (in-JEEN-yuhs)** *adjective*; Something that is ingenious is very clever; it shows creativity and inventiveness.

7. notorious (noh-TOHR-ee-uhs) *adjective*; To be notorious is to be famous for something bad.

A movie star is famous; a well-known criminal is notorious. Tourists might avoid a part of a city that is notorious for crime. A restaurant might be notorious for its poor service.

8. penitentiary (pen-i-TEN-shuh-ree) *noun*; A penitentiary is a prison for people convicted of serious crimes.

9. warden (WAWR-dn) *noun*; A warden is a person who is in charge of or takes care of something. Many workplaces have "fire wardens," people in charge of leading fire drills and getting employees to safety if there's an emergency. *Warden* is most often used to refer to an official in charge of a prison.

Directions: In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Escape From Alcatraz"

Directions: Choose the word that is most similar in meaning to each word in bold.

1. warden

- Ⓐ student Ⓑ guardian

2. ingenious

- Ⓐ original Ⓑ empty

3. barren

- Ⓐ lifeless Ⓑ lush

Directions: Fill in the circle next to the best answer choice.

4. Which is a reason that David might be sent to a penitentiary?

- Ⓐ He steals millions of dollars.
Ⓑ He breaks his leg.

5. Someone who is incarcerated is _____.

- Ⓐ in prison
Ⓑ stuck in a traffic jam

6. Which of the following countries is notorious for its air quality?

- Ⓐ a country known for its exceptionally clean air
Ⓑ a country known for its highly polluted air

Directions: Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

7. Maria fashioned _____

8. Eli was treated for hypothermia after _____

9. The robber ratted out his cohorts to the police. He _____

Name: _____ Date: _____

“Escape From Alcatraz” Quiz

Directions: Read “Escape From Alcatraz”. Then answer the questions below.

- Which statement best describes the structure of “Escape From Alcatraz”?
 - The author describes the causes of rising crime in the United States.
 - The author compares and contrasts Alcatraz as a military prison to Alcatraz as a federal prison.
 - The author lists attempted escapes from Alcatraz and explains why each attempt failed.
 - The author gives an account of the 1962 escape from Alcatraz mixed with descriptions of the place and time.
- On page 8, Deborah Hopkinson writes that “the U.S. was hit by a crime wave.” This line contains
 - a metaphor that shows criminal activity in the U.S. had increased greatly.
 - a simile that portrays the 1930s as a safe time.
 - a metaphor that indicates there had been a natural disaster.
 - hyperbole that explains how large the United States was at that time.
- Hopkinson characterizes Morris, West, and the Anglin brothers as
 - aggressive and threatening.
 - clever and bold.
 - concerned and considerate.
 - foolish and reckless.
- Hopkinson’s tone as she discusses what may have happened to Morris and the Anglin brothers could be described as
 - playful and humorous.
 - frustrated and angry.
 - uncertain and curious.
 - confident and calm.
- Which of the following details should NOT be included in a summary of the article?
 - Alcatraz was designed to be an escape-proof prison.
 - Juan Manuel de Ayala discovered Alcatraz Island.
 - The waters surrounding Alcatraz Island are dangerous.
 - Morris and the Anglin brothers were never found.
- Hopkinson likely wrote “Escape From Alcatraz”
 - to convince readers to visit Alcatraz Island.
 - to inform readers about illegal gambling in the United States.
 - to fascinate readers with an enduring mystery from history.
 - to teach readers about the responsibilities of prison wardens.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- On page 8, Hopkinson writes, “Alcatraz was the toughest and most feared prison in America.” What are two ways she supports this claim? Use text evidence to support your answer.
- Why does Hopkinson pose a question at the end of the article? Is there a correct answer? Explain. Support your ideas with text evidence.

Name: _____ Date: _____

“Escape From Alcatraz” Quiz

Directions: Read “Escape From Alcatraz.” Then answer the questions below.

- Deborah Hopkinson included the section “Ready for Troublemakers” mainly to
 - explain why Al Capone was in jail.
 - introduce Warden James A. Johnston.
 - provide information about San Francisco Bay.
 - help readers understand why Alcatraz was turned into a federal prison.
- On page 8, Hopkinson writes, “During the early 1930s, the U.S. was hit by a crime wave.” This line contains a metaphor that
 - shows criminal activity in the U.S. had increased greatly.
 - portrays the 1930s as a safe time to live in the U.S.
 - reveals that there had been a natural disaster.
 - explains the size of the United States.
- On page 6, Hopkinson writes that “the men had developed an ingenious plan.” This line shows that the author thinks the men were
 - aggressive.
 - clever.
 - concerned.
 - foolish.
- In the section “Daring Escapes,” Hopkinson’s tone as she discusses what may have happened to Morris and the Anglin brothers could be described as
 - playful and humorous.
 - frustrated and angry.
 - uncertain and curious.
 - confident and calm.
- Which detail should definitely be included in a summary of the article?
 - Alcatraz Island is made of sandstone.
 - Alcatraz was designed to be an escape-proof prison.
 - A Spanish explorer discovered Alcatraz Island.
 - Alcatraz can be seen from the Golden Gate Bridge.
- Hopkinson likely wrote “Escape From Alcatraz”
 - to convince readers to visit Alcatraz Island.
 - to inform readers about illegal gambling in the United States.
 - to fascinate readers with a mystery from history.
 - to teach readers about the responsibilities of prison wardens.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- On page 8, Hopkinson writes, “Alcatraz was the toughest and most feared prison in America.” What is one way she supports this claim? Use text evidence to support your answer.
- Why does Hopkinson pose a question at the end of the article? Is there a correct answer? Explain. Use details from the text to support your answer.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Alcatraz Contest

Which evidence do you find more convincing: the evidence that Morris and the Anglin brothers made it or that they did not?

Answer in a well-organized essay. Five winners will get *Al Capone Does My Shirts* by Gennifer Choldenko.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Alcatraz Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY February 15, 2018!