

DOMINICAN UNIVERSITY *of* CALIFORNIA

Public History Program

TABLE OF CONTENTS/ DEFENSE IN CALIFORNIA FROM 1542-1846 AND THE CIVIL WAR AND WORLD WAR I

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Overview:

Unit Topic: Defending the Bay

Grade Level: 8th

Lesson No. 1

Lesson Subject(s): Mexican-American War, Spanish-American War, American Civil War

Key Words: defense, fortification, natives, conquistadors

Lesson Abstract:

This lesson covers European and Mexican Military Defense in California [1542-1846] and Alcatraz and Fort Point during the Civil War and World War I.

Lesson Topics:

- Mission Dolores
- Alcatraz
- Fort Point

Context of Site: The purpose of this site is to be able to inform students aboard the ship Matthew Turner about important areas, aspects, and locations in the broader bay area which have played a significant role in California history as well as United States history. These ideas are broken up into four specific topics: maritime history, defending the bay, migrations, and unrest and protest. Each topic has sub topic and concepts which will help the students learn more in depth history of certain events within the bay area and which will help grow their knowledge and understanding of the history of the Bay Area.

Big Ideas & Essential Questions

1. What were the consequences of the Mexican-American War?
2. What did freedom mean to the nation's founders, and how did it change over time?
3. Who is considered an American?
4. Why was there a Civil War?
5. How was the United States transformed during the Civil War?
6. How was the Civil War conducted militarily, politically, economically, and culturally?
7. How was slavery abolished through the Civil War

8. What groups and/or causes were seen as potential enemies to the Bay Area during the Civil War?
9. What is the role of technology in military defense?

Learning Outcome(s)

Students will learn the historical and cultural context of European and Mexican Military Defense in California [1542-1846] and Alcatraz and Fort Point during the Civil War and World War I. Students will be able to analyze the role of defense the Bay Area had during the Spanish American War, the Mexican American War, the Civil War, and World War I.

Standard(s)

- 8.5.2. Students analyze the multiple causes, key events, and complex consequences of the Civil War.
- 8.7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

PRE-ACTIVITY

Materials & Resources

1. Interactive Map on website (embedded photos)
2. [Worksheets for interactive map and reading assignments](#)
3. [Vocabulary List](#)
4. Internet and device access
5. Pen and paper or device to type reflection

Implementation

Have students explore the interactive map for 30 minutes. Splitting up the students into groups and assigning them each a location (Mission Dolores, Alcatraz, and Fort Point - each location has its own worksheet with a reading assignment and section for note taking) could be an ideal way to structure this activity, but working in groups is optional. Have students complete the following questions on paper after they have explored the website and completed their worksheet. Students should use the notes on their worksheet to help them provide evidentiary support from their reading assignment in their responses to the reflection questions.

1. What location did you choose and what time frame was focused on?
2. What is the name and author of the primary or secondary source featured?
3. What background information is provided about the location from the reading?
4. What elements of military defense were explained in the reading? Explain and evaluate the military significance of the site.
5. What did you find interesting about the photos and the reading? Why?

Assessments

Students should be able to complete their worksheet and demonstrate understanding of their reading through the quality of their notes. Worksheets should be graded based on participation, and reflection questions should include examples from the reading.

SHIP ACTIVITY

Materials & Resources:

- Device, headphones, [access to the podcast via SoundCloud](#) to download audio file of podcast
- [Podcast Transcript for Accessibility](#)

Implementation

Have students find a spot to sit or stand on the ship out of the way of the crew

Explain how they will have to share out after, but encourage them to look around the bay as they listen.

1. Have students download the podcast episode prior to boarding the ship
2. Have students have a notebook to take notes on (or a device) of what stands out to them

Assessments

Have students share out what they found interesting from the podcast. Each student should share out in order to gain full participation points.

POST ACTIVITY

Materials & Resources

- Internet and device access
- [Vocabulary List](#)
- [Kahoot Activity](#)
- [KWL Chart from Ship Activity](#)
- Pen and paper or device to write reflection responses

Implementation

First, have students review vocabulary in small groups and play Kahoot to determine vocabulary comprehension. Encourage students to ask for clarification on definitions and how they apply to the material. Second, have students complete the KWL Chart about what they learned on the Matthew Turner from the podcast and what knowledge they gained from interacting with the crew. Once the KWL charts have been completed, have the option to have students share what they wrote in small groups or to raise their hand to share with the whole class. Having a discussion about the “what I want to learn column” could be a jumping off point for students to write a five paragraph essay exploring a topic of their choice depending on the time left in class and the students’ academic levels. The individual papers and citations of those papers listed in the appendices could be used as sources for students to gain further understanding and evidentiary support for the thesis they develop.

Assessments

Review of vocabulary and completion of the Kahoot should be graded on participation from students versus correctness of answers. KWL charts should also be graded based on completeness and participation with consideration of thoughtfulness of students’ written and verbal responses.

Suggested rubric for grading reflection responses is included below under the reflection prompts.

Reflection

The subsequent points were developed inline with Bloom's Taxonomy/Hierarchy of Learning. Have students respond on paper to the following prompts, option to have students choose three questions to answer as opposed to having them complete all five.

Reflection Prompts:

1. Explain how the Native Americans were treated by the Spanish
2. Evaluate the annexation of Mexico
3. Explain how the Civil War conducted militarily In the Bay Area
4. Differentiate the groups and/or causes that were seen as potential enemies to the Bay Area during the Civil War
5. Summarize the role of technology in military defense

SS Short Response Rubric

Reading and Writing Standards for Literacy in History/Social Studies (Source: [iRubric](#))

SS Short Response Rubric Reading and Writing Standards for Literacy in History/Social Studies				
	Excellent 2 pts	Proficient 1.5 pts	Developing 1 pts	No Answer 0 pts
Key Idea and Details Cites specific text evidence to support analysis of primary or secondary sources.	Excellent Student answer contains fully relevant and accurate evidence that shows a complete understanding of the question / topic.	Proficient Student uses some relevant and accurate evidence that shows some understanding of the question / topic.	Developing Student uses evidence and/or information that is not connected to an understanding of the question / topic.	No Answer No response or response not legible.
Cite Evidence Cites text evidence to answer the question.	Excellent Student cites text evidence that directly supports an answer to the question.	Proficient Student cites text evidence that connects to the question but does not answer the question fully.	Developing Student cites text evidence that does not answer the question.	No Answer No response or incorrect text evidence is cited.
Vocabulary Determine the meaning of words and phrases as they are used in the text.	Excellent Student uses the context to determine the accurate meaning of vocabulary word(s) in the text specific to history/social studies.	Proficient Student uses the context to come close to the meaning of vocabulary word(s) in the text specific to history/social studies.	Developing Student attempts to use the context to determine the meaning of vocabulary word(s) but does not come close to an accurate definition.	No Answer Student makes no attempt to determine the meaning of vocabulary word(s).
Structure and Style Clear and coherent writing.	Excellent a. answer is in full and complete sentence(s) b. less than two spelling and grammar errors	Proficient a. answer in complete sentence(s) b. more than two spelling and grammar errors c. errors do not affect understanding	Developing a. answer is not in complete sentence(s) b. multiple spelling and grammar errors c. errors take away from understanding the answer	No Answer No answer attempted or writing is illegible.

Appendices

PDF of all Materials combined: [8th Grade Materials](#)

Defending the Bay Podcast: [Click here to listen!](#)

[Podcast Transcript](#)

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Individual Research Papers

Christina Pathoumthong: [European and Mexican Military Defense in California
\[1542-1846\]](#)

Julia Reinhard: [Defending the Bay - Alcatraz and Fort Point during the Civil War and
World War I](#)

European and Mexican Military Defense in California [1542-1846]

Christina Pathoumthong

HIST 3901: Public History

Professor Jordan Lieser

23 October 2020

Introduction

The Golden State, California, is known for its skyscrapers and thriving landmarks, home to almost 40 million people. California's most famous area, the San Francisco Bay, consists of a vast and diverse community. In a written account of his arrival in San Francisco, Edinburgh-born artist John David Borthwick wrote,

The city of San Francisco lies on the south shore, nearly opposite the mouth of the Sacramento, and four or five miles from the ocean. It is built on a semicircular inlet, about two miles across, at the foot of a succession of bleak sandy hills, covered here and there with scrubby brushwood. Before the discovery of gold in the country, it consisted merely of a few small houses occupied by native Californians, and one or two foreign merchants engaged in the export of hides and horns. The harbour was also a favourite watering-place for whalers and men-of-war, cruising in that part of the world.¹

Before San Francisco's infamous Gold Rush period, California was a land of native tribes that utilized its natural resources as experts in California's unique terrain. In 1776, Spanish conquistadors in Mexico then travelled upwards from San Diego to San Francisco to claim the vast land that stretched through California, Nevada and Utah, and parts of Arizona, Wyoming, Colorado and New Mexico. This land was referred to as Alta California or Nueva California. The Spanish used a network of missions and presidios as religious and military bases throughout California to hold their influence and security of the coast through religious conversions and forced labor. Mexico then gained its independence from Spain in 1821 and established a government in the California territory in 1824. California's military and defense history in this era is primarily defined by the hostility between the Indians and the Spanish and Mexico's

¹ John David. Borthwick, *Three Years in California, 1851-54* .. (Edinburgh, W. Blackwood: W. Blackwood and sons, 1857). p31.

unstable governmental body that ultimately led to California being occupied then annexed by the United States.

Spanish California

The California territory was occupied by natives, before European discovery. Meanwhile, Spanish conquistadors conquered land throughout South and Central America. The land north of Rio Grande was first discovered in 1542 by Juan Rodrigues Cabrillo, who sailed along the American shore, in efforts to find a passage that would connect the Pacific and Atlantic Ocean. In 1579, Sir Francis Drake landed at Point Reyes and claimed the land in the name of Queen Elizabeth I, naming the area Nova Albion. The claim did not sustain. He stayed for two weeks before leaving, without noticing the entrance to the San Francisco Bay, the area is now named Drake's Bay in remembrance of his voyage and discovery. Next to come across the San Francisco was Portuguese navigator, Sebastian Ceremeno, who also missed the entrance. Finally, in 1602, Sebastian Vizcaino, one of Ceremeno's officers, sailed up the coastline, in search of a port to relieve sailors coming from the Philippines. He decided to leave the land to the Indians.² Occupation of the land wasn't until March 9, 1769 when Captain Gaspar de Portola set out on a horseback expedition with soldiers, priest in efforts to claim Monterey Bay at the high appraisal of Vizcaino. When the company reached Monterey they continued North, hoping for more extravagant territory. They settled in Pacifica where they set up camp and hunted. On November 9, Portola was crossing Montara Mountains Sweeney Ridge where he was amongst the first Europeans to lay his eyes on the San Francisco Bay.³

² Rand Richards, *Historic San Francisco: a Concise History and Guide* (San Francisco, CA: Heritage House Publishers, 2011). p15-17.

³ Rand Richards p18.

Six months after the departure of Captain Ayala's company, the Spanish returned to reconnoiter for military presidios and missions. They settled near the Ohlone Village of the Yelamu tribe and began building a presidio. During this time, the Yelamu were attacked by the Ssalon tribe and the Spanish were determined to assert control.

The mission system was the outgrowth of the political, economic, and religious ambitions of the Spanish government, which was trying to protect its territory from British and Russian incursions. In order to flourish, this system needed forts and soldiers at various presidios, which by 1782 had been built in San Diego, Santa Barbara, Monterey, and San Francisco. In addition to keeping out the British and the Russians, the military supported the priests in their conflicts with the Indians.⁴

While the Indians were the ones who helped the Spanish settle, learn the land and provide food and labor, they ultimately lost their freedom when the missions were assigned to 'civilize' them by converting them to Catholicism. If they refused to convert or tried to escape, they would be subjected to punishments. One of the ways the priests helped induce the natives to convert was luring them with visible material wealth and the guarantee of consistent meals that the mission stored in surplus.⁵ In 1792, British explorers visited the settlement and found that the huts that the Indians were subjected to were infested with filth and that men and women were locked in their dormitories at night to prevent sexual activity. In 1795, a quarter of the natives at Mission Dolores escaped due to abuse and disease, but soon returned due to the depletion of their lands and people. Native populations were swept by European diseases that they have never encountered before such as peste, measles, and syphilis. A captain of the Russian navy observed a women's dormitory at Mission Santa Clara in 1824 and claimed that it resembled a dungeon

⁴ Betty Goerke, *Chief Marin: Leader, Rebel, and Legend* (Berkeley, CA, CA: Heyday Books, 2007). p34.

⁵ Betty Goerke p45.

where women struggled to breathe and were treated as a flock of sheep. A Frenchman who visited the Carmel mission in 1786 remarked that the conditions were worse than those of slaves in the American south as women were separated from the husbands and children.⁶ Natives at the missions were subjected to forced labor and many priests were known to be intolerant and violent. Many visitors were appalled by the treatment of the Natives, but some saw it as just treatment of 'savages'. The Spanish also had to deal with Alacades, democratically elected Natives who were initially enlisted by the Spanish to govern the Indian population. The relationship between the Spaniards and indigenous tribes of California was evidently hostile and both saw the other as a threat to their security.

Mexican California

When Napoleon invaded Spain in 1808, there was an outbreak of revolts within Spanish territories. In 1810, Miguel Hidalgo y Costilla, a Catholic priest, launched the Mexican War of Independence, calling for the end of Spanish rule in Mexico, redistribution of land, and racial equality. The revolution lasted until 1821, resulting in Mexico's independence from Spain. The Mexicans were anti-clerical and granted and distributed mission lands to tribes around the area, soon abolishing the mission system, especially since the missions had declining populations that could sustain it. Though their 1824 constitution declared native tribes to be citizens with rights to both vote and hold public office, natives were nevertheless treated as slaves. The Mexican government had a lot of trouble ruling over the vast land, with their administration changing 40 times, with an average government duration of 7.9 months. A United States Naval officer, assigned with a scientific naval expedition, visited the San Francisco presidio in 1841. He stated,

⁶ Betty Goerke p48-50.

After passing the entrance, we were scarcely able to distinguish the Presidio; and had it not been for its solitary flag-staff, we could not have ascertained its situation. From this staff no flag floated; the building was deserted, the walls had fallen to decay, the guns were dismounted, and everything around it lay in quiet. We were not even saluted by the stentorian lungs of some soldiers, so customary in Spanish places. . . . I afterwards learned that the Presidio was still a garrison in name, and that it had not been wholly abandoned; but the remnant of the troops stationed there consisted of no more than an officer and one soldier. I was not able to learn the rank of the former, as he was absent and appeared, at least among the foreigners, to be little known.⁷

While insatiable in itself, the Mexican government faced the threats of a growing nation to the east, with the drive of Manifest Destiny. The Americans were eager to expand westward toward the Pacific Ocean and Americans dislike Mexican rule. On May 11, 1846 President James K Polk submitted an outline of reasons to go to war with Mexico to Congress. He writes,

The strong desire to establish peace with Mexico, on liberal and honorable terms, and the readiness of this Government to regulate and adjust our boundary, and other causes of difference with that Power, on such fair and equitable principles as would lead to permanent relations of the most friendly nature... Every measure adopted on our part had for its object the furtherance of desired results... It now becomes my duty to state more in detail the origin, progress, and failure of that mission.⁸

The government of the United States had repeatedly offered negotiations and large sums of wealth for Mexico's territories, but the Mexican Minister repeatedly refused. The House of

⁷Charles Wilkes. Narrative of the United States Exploring Expedition. During the years , 1839, 1840, 1841, 1842. (Philadelphia, Lea and Blanchard 1845) Web.. <https://lcn.loc.gov/14019413>.

⁸ President Polk's Address to Congress. Cong. Globe, 29th Cong., 1st Sess. 782 (May 11, 1846).

Representatives approved a resolution of war in a vote of 174-14 and the Senate approved a day later 40-2. On February 2, 1848, the Treaty of Guadalupe Hidalgo was signed by both Mexico and the United States. Article III of the treaty declared that immediately upon ratification, the United States would withdraw their blockade and their troops from the interior of the Mexican Republic. In Article IV, it is stated that a border dawn at the Rio Grande.⁹ The United States was able to obtain over 500,000 square miles of land for a settlement of \$15 million. In less than 30 years, due to their lack of organization and command, Mexico lost their authority over California and had given it up to the United States, making California the 31st state.

Conclusion

The military and defense history of California prior to its annexation into the United States is a brief yet important one. The natives tribes that occupied the land have subsequently vanquished due to Spanish Colonization and their imprisonment and forced labor in missions and presidios throughout the state. Within 30 years of obtaining California, Mexico failed to provide proper governance once they gained independence which led to the annexation. California is now a successfully profitable land with a diverse population that is secure within its borders.

⁹ Treaty Between with the Republic of Mexico. Treaty Of Guadalupe Hidalgo. February 2, 1848. P922. <https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=009/llsl009.db&recNum=975>.

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Defending the Bay - Alcatraz and Fort Point during the Civil War and World War I

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History 3901
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October 22nd, 2020

I. Background

Today, both tourists and locals flock to visit Alcatraz and Fort Point along with other historical military sites preserved around the San Francisco Bay. Both Fort Point and Alcatraz have rich histories, particularly during the Civil War (1861-1865) and World War I (1914-1918).¹⁰ Fort Point was eventually built similar to traditional military forts located on the East Coast in that it was level with the water level. On the other hand, the island of Alcatraz's natural height was utilized as a strength given its vantage point for cannons even though it made the island particularly vulnerable given its prominence in the San Francisco Bay. Military prison cells inside Alcatraz were also utilized to protect the public in San Francisco. In addition to Alcatraz and Fort Point, there was a proposed Lime Point that was ultimately never constructed. The notion behind Lime Point was that it would complete a "triangle of defense" to protect the harbor and San Francisco as whole from enemies in times of conflict.¹¹ Overall, Alcatraz and Fort Point went through extensive retrofitting and redesign over several decades to meet the demands of visions for elevated military might. The harbor of the San Francisco Bay and the West as a whole was extremely vulnerable prior to the development of these two fortifications. Fortunately, neither Alcatraz nor Fort Point experienced extensive damage which enables the public to see these significant historical sites for themselves firsthand. The history behind the architecture, the military purposes, and the elements of political fights attached to Alcatraz and Fort Point are what will be discussed in this paper.

¹⁰ "U.S. Military Actions and Wars, 1775-1994." *PBS*, <https://www.pbs.org/wgbh/americanexperience/features/us-military-actions-and-wars-1775-1994/>.

¹¹ "The Post on Alcatrazes." National Parks Service. U.S. Department of the Interior. <https://www.nps.gov/alca/learn/historyculture/the-post-on-alcatrazes.htm>.

II. Alcatraz

Alcatraz was chosen as a military fortification because of its geographic location and form. “The rock” island provided a unique vantage point for the military to have given its position above sea level and the structural components that were already in place from when it was solely in use as a military penitentiary.¹² The natural height of the site allowed for cannons 50 feet up in the air to fire a mile out from the fort and was the reason that the open gun batteries were built the way they did. The gun batteries were constructed to “girdle” the island, they were carved out of the cliff faces beneath the top of the island where the top barrack building stood.¹³ Alcatraz underwent some architectural modifications, beginning in 1853, to construct army fortifications such as a defensive barracks and installing cannons; by 1859 Alcatraz was the sole permanent fortification on the San Francisco Bay as well as west of the Mississippi River which highlights its importance in defense. By 1861, the government designated Fort Alcatraz as the official military prison for the Pacific region. Moreover, although Fort Alcatraz was not built in the traditional style of Third System fortifications, it was absolutely a fort given that around 90% of the island was enclosed with brick vertical faces and its entrance protected with drawbridges and canons.¹⁴

Due to President Lincoln suspending the writ of habeas corpus in 1863, individuals could be arrested and imprisoned without a judicial body holding a court trial for the individuals. San Francisco had a Union government and utilized the guardhouse at Alcatraz as a prison for any

¹² “The Post on Alcatrazes.” National Parks Service. U.S. Department of the Interior. <https://www.nps.gov/alca/learn/historyculture/the-post-on-alcatrazes.htm>.

¹³ John Martini, interview by Julia Reinhard. October 16, 2020, audio recording.

¹⁴ John Martini, interview by Julia Reinhard. October 16, 2020, audio recording.

pro-Confederate individuals.¹⁵ During the Civil War, Alcatraz's military jail cells served as a place to hold southern sympathizers along with political prisoners. Given San Francisco's location on the West Coast, the city did not see as great of a political divide during the Civil War. Nevertheless, confederate sympathizers were prevalent and needed a place to be held. Alcatraz was deemed the best location to house these individuals given its security. Along with confederate sympathizers, there were some individuals who went beyond this and celebrated upon hearing the news that President Abraham Lincoln had been assassinated with bonfires in the street. In order for political prisoners to be released, they had to swear an oath of allegiance to the United States and make bail.¹⁶

In 1870, it was decided that Alcatraz needed to be cut down 50% to make it less of a target with long artillery; therefore, in-line with the typical structure of forts that will be further outlined in the Fort Point section. Inmates were forced to do the construction and began to excavate two flats, but this work was not able to be completed since Congress did not allow more funding to be given to the expensive project leaving it stalled for a couple decades. In 1907, Alcatraz was formally removed as an army post under the Department of California, and a new design was built to construct the permanent prison barracks. However, the army did not completely leave Alcatraz in 1933 when the Department of Justice assumed control; therefore, closing the island's military history.¹⁷

III. Fort Point

¹⁵ "Civil War at Alcatraz." National Parks Service. U.S. Department of the Interior. <https://www.nps.gov/goga/learn/historyculture/civil-war-at-alcatraz.htm>

¹⁶ John Martini, interview by Julia Reinhard. October 16, 2020, audio recording.

¹⁷ Erwin N Thompson. *The Rock: A History of Alcatraz Island, 1847-1972 Historic Resource Study*. Denver, Colorado: Denver Service Center, National Park Service, U.S. Dept. of the Interior, www.nps.gov/alca/learn/photosmultimedia/upload/TheRock-web.pdf, p. 244-246.

The construction of Fort Point began in 1853 but construction was a lengthy process given the lack of funding to complete the complex fort in a short amount of time. Fort Point was seen as the "the key to the entire Pacific Coast [from] a military point of view."¹⁸ The Board of Engineers for Fortifications on the Pacific Coast characterized Fort Point's purpose in defense as: "(a) to prevent entrance of a hostile fleet into the harbor; (b) to presume that one or more ships had effected an entrance to perfect "batteries for the near defense, as to deter an enemy from approaching or lying near enough to destroy" San Francisco; and (c) to present an interior line of batteries to command the three passages into San Pablo Bay, i.e., that between Alcatraz and San Francisco, that between Alcatraz and Angel Island, and the Raccoon Strait."¹⁹ In order to satisfy these defense needs, workers blasted the 90-foot cliff at the construction site, which cut the cliff down to 15 feet above sea level. The structure was then protected by a "7-foot thick walls and had multi-tiered casemated construction typical of Third System forts."²⁰ While there were more than 30 such forts on the East Coast, Fort Point was the only one of its type built on the West Coast. In 1867, \$125,000 was allocated by Congress for Fort Point's fortification but this money was not enough, and Congress failed to allocate further funding until a couple decades later. The benefit of this lack of funding was that modern long-range artillery were able to be later implemented at Fort Point with the modernization of war technology in Europe.²¹

¹⁸ "Fort Point, 1846-76." National Parks Service. U.S. Department of the Interior. <https://www.nps.gov/goga/learn/historyculture/fort-point.htm>

¹⁹ Edwin C. Bearss. *Fort Point, Historic Data Section Fort Point National Historic Site, California*. Denver, Colorado: Denver Service Center, National Park Service, U.S. Dept. of the Interior, 1973. p. 9.

²⁰ "The Third System." National Parks Service. U.S. Department of the Interior. <https://www.nps.gov/fopu/learn/historyculture/the-third-system.htm>

²¹ John Martini, interview by Julia Reinhard. October 16, 2020, audio recording.

Fort Point never saw a battle during the Civil War since the Confederate Army never attacked the fortification. Despite the fact that Fort Point never saw a battle, its presence was a strong deterrent for enemies given its military might. In the wake of the Civil War, Fort Point transitioned to being used periodically as an army barracks and went through significant remodeling with the aim of Fort Point being able to be used as detention barracks. However, Fort Point was not used as detention barracks during World War I as planned. Almost all construction was completed to convert the old fort into detention barracks by September 29, 1914, aside from finishing up some rooms on the 1st Tier, but Congress had failed to pass legislation that was needed to transfer the U.S. Military Prison from Alcatraz to Fort Point. During the 1920s, Fort Point was utilized as housing for unmarried officers and different military trade schools until it was repurposed again as a military site during World War II.²²

IV. Conclusion

Alcatraz and Fort Point were the two key structures used to protect the harbor of the San Francisco Bay during the Civil War and World War I. Both Alcatraz and Fort Point served as fortifications for military defense as well as places where prisoners could be held to ensure security. The different construction styles of Alcatraz and Fort Point illustrate how the unique cliff structure of the Bay Area coast required creative solutions for the U.S. army to achieve the military presence they needed. Although not much of the structures from Alcatraz's days as a military fort can be seen from shore, lots of these structures do exist buried underneath the penitentiary that tourists can see today. Fort Point has been preserved as a historical site which allows visitors to see much of what did exist during wartime but not all was preserved. Overall,

²² "History and Culture." Fort Point National Park Service. U.S. Department of the Interior. <https://www.nps.gov/fopo/learn/historyculture/index.htm>.

when viewing Alcatraz and Fort Point today, it is essential to remember their role is defending the Bay Area.

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