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Using their native language, the Navajo Marines played an invaluable part in World War II as they sent messages, did maneuvers, and completed tasks with words that couldn't be deciphered by the enemy. Reprint.

*Includes pictures*Includes accounts of the prison written by surviving prisoners*Includes footnotes and a bibliography for further reading*Includes a table of contents“Wuld that I was an artist & had the material to paint this camp & all its horrors or the tounge of some eloquent Statesman and had the privelyge of expresing my mind to our hon. rulers at Washington, I should gloery to describe this hell on earth where it takes 7 of its ocupiants to make a shadow.” - Sgt. David Kennedy “There is so much filth about the camp that it is terrible trying to live here.” - Michigan cavalryman John RansomNotorious, a hell on earth, a cesspool, a death camp, and infamous have all been used by prisoners and critics to describe Andersonville Prison, constructed to house Union prisoners of war in 1864, and all descriptions apply. Located in Andersonville, Georgia and known colloquially as Camp Sumter, Andersonville only served as a prison camp for 14 months, but during that time 45,000 Union soldiers suffered there, and nearly 13,000 died. Victims found at the end of the war who had been held at Camp Sumter resembled victims of

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Auschwitz, starving and left to die with no regard for human life. Rumors about the horrors of Andersonville were making the rounds by the summer of 1864, and they were bad enough that during the Atlanta campaign, Union General William Tecumseh Sherman gave orders for a cavalry raid attempting to liberate the prisoners there. The Union cavalry were repulsed by Southern militia and cavalry at that point, and even after Sherman took Atlanta, the retreating Confederates moved under the assumption that the Union would target Andersonville yet again. Before the end of the war, the Confederates were moving prisoners from Andersonville to Camp Lawton, but by then, Andersonville was already synonymous with horror. Unable to supply its own armies, the Confederates had inadequately supplied the prison and its thousands of Union prisoners, leaving over 25% of the prisoners to die of starvation and disease. All told, Andersonville accounted for 40% of the deaths of all Union prisoners in the South, and the causes of death included malnutrition, disease, poor sanitation, overcrowding, and exposure to inclement weather. In fact, Andersonville infuriated the North so much that Henry Wirz, the man in charge of Andersonville, was the only Confederate executed after the war. Before the war, Wirz was a Swiss doctor who had practiced medicine in Kentucky, but while some Southern scholars continue to believe he was simply a victim of circumstance, plenty of evidence suggests his actions were far more insidious and deadly. As the debate over Wirz's fate suggests, one lingering argument in the analysis of Andersonville is whether the abuse and starvation of prisoners was a tragic circumstance of wartime conditions and poverty in the South or if the mistreatment was purposeful and intended. Most scholarship supports the latter point of view, and for the most part, the major dissenting views come from Southern writers and historians who

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espouse the “Lost Cause.” There were articles of war and specific rules on how to treat prisoners on both sides, but by any measurement, humane treatment was all but nonexistent at Andersonville. Andersonville Prison: The History of the Civil War's Most Notorious Prison Camp chronicles the history of the Civil War's most infamous prison. Along with pictures of important people, places, and events, you will learn about Andersonville like never before, in no time at all.

Communicating about student achievement requires accurate, consistent and meaningful grades. Educators interested in examining and improving grading practices should ask the following questions: * Am I confident that students in my classroom receive consistent, accurate and meaningful grades that support learning? * Am I confident that the grades I assign students accurately reflect my school or district's published performance standards and desired learning outcomes? In many schools, the answers to these questions often range from "not very" to "not at all." When that's the case, grades are "broken" and teachers and schools need a "repair kit" to fix them. A Repair Kit for Grading: 15 Fixes for Broken Grades, 2/e gives teachers and administrators 15 ways to make the necessary repairs.

Additional Resources from ATI Visit

<http://www.ati.pearson.com> to read more articles on assessment, download study guides, and more!

Teachers are torchbearers—leaders who impart knowledge, truth, or inspiration to others. Pamela Farris, joined by Patricia Rieman in the latest edition of this exceptional foundations text, clearly demonstrates how teachers bear the torch. The authors' well-researched approach provides both positive

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and negative aspects of education trends. Their generous use of examples shows how teaching and schooling fit into the broader context of U.S. society and how they match up with other societies throughout the world. Farris and Rieman's lively writing style instills teacher education candidates with a lucid understanding of such topics as philosophy and history of education, national trends, requirements of becoming a teacher, teachers' salaries, how schools are governed and funded, demographic changes and expectations for the future, differences in rural and urban schools, and use of technology. Detailed lists of a variety of websites provide additional resources. Anecdotes of professionals in the field—authentic-voice narratives with frank insights into real-world teaching experiences—punctuate the text. Boxed scenarios concentrate on important issues and educators, energize readers' interest, and stimulate proactive thinking. Other outstanding features are the book's affordability and versatility. Instructors can easily assign all or a portion of the chapters to fit course needs.

You're holding a new kind of professional development tool called a Strategic Teacher PLC Guide. Designed in partnership with more than 75 schools, Strategic Teacher PLC Guides make the important work of bringing high-impact, research-based instructional practices into every classroom easier than ever before. Each guide focuses on one strategy from the best-selling ASCD book *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson* and serves as a complete professional development resource for a team of teachers (or professional learning community) to learn, plan, and implement the strategy in their classrooms. This guide focuses on Reading for Meaning, a

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reading and reasoning strategy that helps students understand new ideas, make inferences, and support their thinking with evidence. The strategy is designed around research showing that proficient readers use a specific set of thinking skills to build deep understanding of the texts they read and apply those skills in three distinct phases: before reading, during reading, and after reading. Reading for Meaning gives all students the opportunity to practice this three-phase approach by*

- * Using simple statements to preview and predict before reading.*
- * Actively searching for relevant evidence during reading.*
- * Reflecting on and synthesizing both their learning and their thinking process after reading.

This PLC Guide takes you and your colleagues on a "guided tour" of Reading for Meaning, enabling you to*

- * Learn how Reading for Meaning builds reading, reasoning, and problem-solving skills.*
- * Experience a model lesson using the Reading for Meaning strategy and learn from sample lessons and planning forms designed by other teachers.*
- * Plan a complete Reading for Meaning lesson for your classroom.*
- * Reflect deeply on your lesson to refine and expand your use of the strategy.*
- * Examine student work at various levels of proficiency and use your findings to plan next steps in building students' reading, thinking, and comprehension skills.

Harvey F. Silver, president of Silver Strong & Associates and Thoughtful Education Press, is a nationally recognized presenter and professional development specialist. He has collaborated with Richard Strong and Matthew Perini on several best sellers in education, including ASCD's *The Strategic Teacher* and Thoughtful Education Press's award-winning *Tools for Promoting Active, In-Depth Learning*. Susan C. Morris, an experienced consultant and former classroom teacher, develops practical applications for teachers, students, and parents in the areas of differentiated instruction, brain-based

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research, experiential learning, and curriculum design. Victor Klein, a former building-level administrator, has been a Silver Strong & Associates trainer for 25 years. He is an expert in professional learning communities, administrative training, and unit and lesson design.

If you want to get into the military, you have to take the Armed Services Vocational Battery (ASVAB). Anyone eligible for military service can take the ASVAB, so you can also use the ASVAB for other purposes, such as finding out what you're good at, in case you want to attend vocational school or college. In addition, you can also use the test to help you better understand your skills, for when you enter the job market. And the best thing is, it absolutely free. And while the ASVAB may not be rocket science, it can be very tricky and you don't want to tackle it without some help. With this book as your guide, you'll quickly gain the knowledge and confidence you need to pass the ASVAB with flying colors. Written by a professional test-prep coach and a retired military man, it arms you with:

- A comprehensive review of all test subjects
- Practice problems to sharpen your skills
- Three complete sample tests
- Guidance on which tests are important to your military career
- Study techniques that will give you a competitive edge
- Tips on how to compute your scores
- Information on the scores required for specific military jobs

ASVAB For Dummies provides in-depth coverage of all ten ASVAB subsets. You get clear easy-to-understand reviews of all the basic concepts, formulas, and skills you need to answer every type of question in every subset. And you get dozens of mini-tests and practice problems that help you understand what areas you're strong in and which ones still need work. In not time, you'll:

- Pump up your vocabulary and reading comprehension skills and ace the verbal subsets
- Bone up on arithmetic procedures and mathematics

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concepts—and wrack up the points Get into gear with basic mechanical, auto shop, and electronics knowledge and cruise through the tests Quickly review basic science principles and score like a rocket scientists! ASVAB For Dummies is your complete tactical guide to improving your scores—on the double.

Paul Revere's daring midnight ride made him an instant celebrity, right? Wrong! At first, no one in Boston even wanted to mention it. Jeff Lantos pulls apart Longfellow's famous poem "Paul Revere's Ride" to unravel how and why he twisted historical facts. Do you know how historically inaccurate "Paul Revere's Ride" is? And do you know why? Author Jeff Lantos pulls apart Longfellow's poem, tells the real story about Paul Revere's historic ride, and sets the record right. Not only that, he lays out when and why Longfellow wrote his poem and explains how without it, many of us wouldn't know much about Revere at all. This is Steve Sheinkin for the younger set, complete with an American mystery and a look at two important moments in the history of our country.

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