

## Guided Reading Activities Sumter High School

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### Sumter High

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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 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 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.

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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 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.

\*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 privledge 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 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 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.

Are you looking for high-impact, research-based strategies to transform your students into high-achieving and inspired learners? In *The Strategic Teacher*, you'll find a repertoire of strategies designed and proven to meet today's high standards and reach diverse learners. Twenty reliable, flexible strategies (along with dozens of variations) are organized into these groups of instruction: \*mastery style to emphasize the development of student memory; \*understanding style to expand students' capacities to reason and explain; \*self-expressive style to stimulate and nourish students' imaginations and creativity; \*interpersonal style to help students find meaning in the relationships they forge as partners and team members, united in the act of learning; and \*four-style strategies that integrate all four styles. To guide teachers in delivering content to students, the authors started with the best research-based teaching and learning strategies and created a tool called the Strategic Dashboard. The dashboard provides information about each teaching strategy in a concise, visual profile; it is also designed to document how you incorporate current, highly respected research into your instructional plans. For each strategy, you'll find the following information: \*a brief introduction to the strategy; \*an example of a teacher using the strategy in the classroom; \*the research base supporting the strategy and how the strategy benefits students; \*how to implement the strategy using a list of clear steps; \*guidance through the planning process, providing steps, examples, and suggestions for designing superior lessons; and \*additional tools, strategies, and resources for adapting and expanding the use of each strategy. The authors have combined their years of research and practice to deliver reliable, high-impact, flexible teaching and learning strategies grounded in current, highly regarded research to teachers at all levels of experience. Note: This product listing is for the reflowable (ePub) version of the book.

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