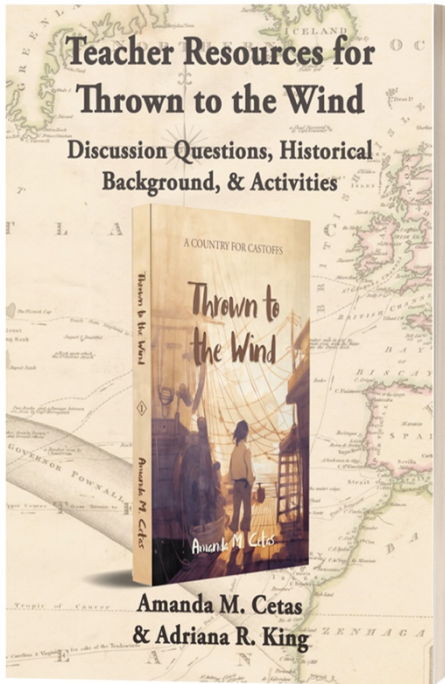


# Thrown to the Wind is based on the true story of one boy's journey from La Rochelle to America during the turbulent period of the Wars of Religion in 1660.

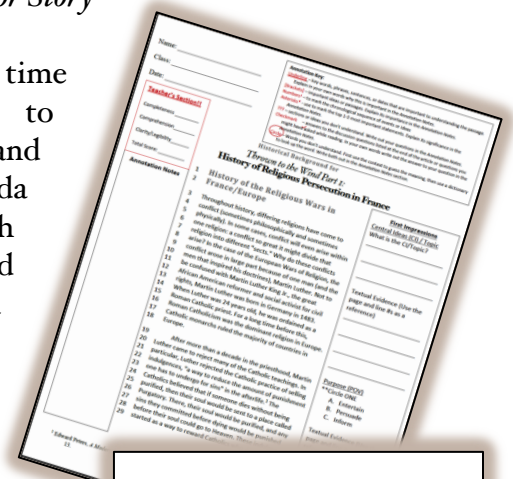
Since the dawn of time, tribal and community elders, religious leaders, philosophers, parents, and teachers have been instructing the next generation through stories. Stories help us to identify more with the content and see its value. Stories make learning fun.



***“Story is what makes us human ... Recent breakthroughs in neuroscience reveal that our brain is hardwired to respond to story ... we’re wired to turn to story to teach us the way of the world.”***

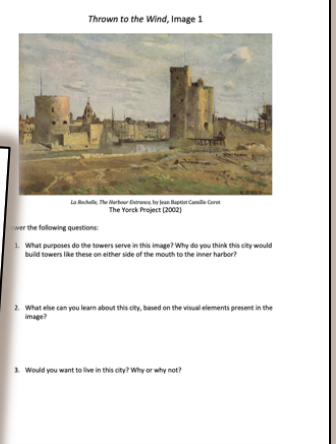
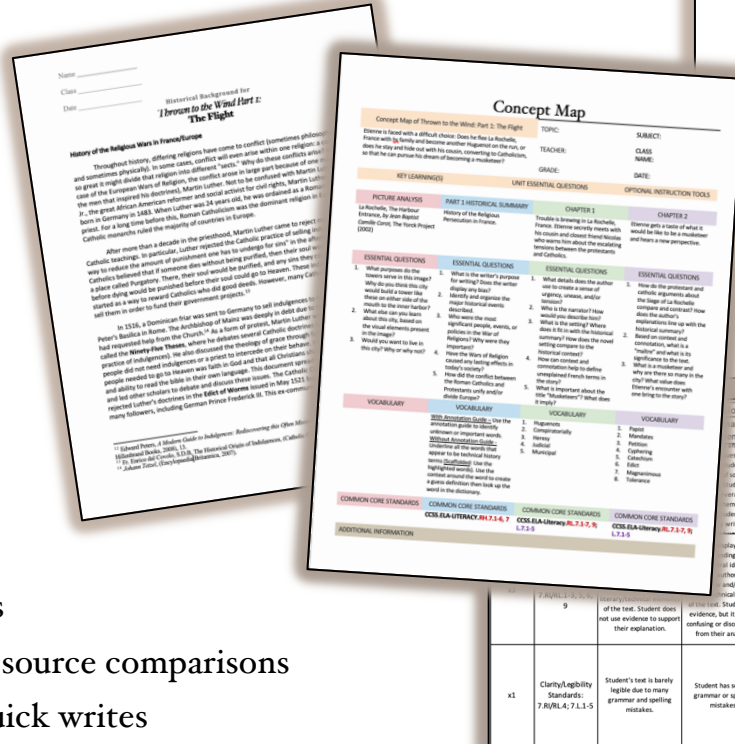
Lisa Cron, *Wired for Story*

***Thrown to the Wind*** explores a time often ignored and challenging to teach. Developed by author and long-time history teacher, Amanda M. Cetas, in partnership with writer, story consultant, and former English teacher, Adriana R. King, this in-valuable resource provides ready-made lessons to develop critical thinking skills essential for college and future careers.



## Included in this resource and tied to National & Arizona Standards:

- Ready-made image analysis & discussion starters
- Engaging individual & group activities
- Critical thinking discussion questions
- Cross-curricular projects and activities
- Primary & secondary source comparisons
- Essay prompts and quick writes
- Grading rubrics



Question Rubric	Proficient 4	Highly Proficient 5
1. What purposes do the towers serve in this image? Why do you think this city would build towers like these on either side of the image to the inner harbor?	Student has written at least a short paragraph for each response.	All responses are thorough and answer all parts of all the questions, even going above and beyond, adding insight not directly asked for. Student has written more than a complete paragraph for each response.
2. What else can you learn about this city, based on the visual elements present in the image?	Student displays a basic understanding of the visual elements, but it may be confusing or disconnected from their analysis.	Student displays a complete understanding of the visual elements, but it may be the strongest example of the visual elements and/or may not clearly connect to their analysis.
3. Would you want to live in this city? Why or why not?	Student uses correct grammar and spelling, choosing appropriate, interesting language (including any technical terminology from the text) to add variety to the text.	Student chooses appropriate, interesting language (including any technical terminology from the text) to add variety to the text, precision, and conciseness in the text.