



## 2019

### **Program Mission**

Through two week cross-curricular and cross-graded explorations, Summits at NWS engage students and faculty members in deep studies that are rooted in our school's values, history, and mission. Summits are unique experiences, providing paths to active engagement with global citizenship, environmental sustainability, social justice, curricular exploration and community passions.

### **Requirements**

Students are required to complete one Summit or International trip each academic year as part of the school's graduation requirement. These classes become part of a student's academic record and will appear on student transcripts.

### **Attendance**

Summits run from March 18-29, 2019. Each Summits class will have its own daily schedule but will generally run from 9:00 AM – 3:00 PM. Some Summits may include evening or weekend events as well as overnight travel. These are noted in the following class descriptions. Detailed schedules will be provided by early February so parents and students can make appropriate arrangements. Students are expected to attend all sessions of their classes as scheduled, including any travel component. Since Summits meet for only two weeks, absences for vacations, routine medical appointments, and other preventable causes are highly discouraged.

Further, some Summits have additional requirements such as advanced language skills, fundraising, pre-summit meetings, etc. Students should be prepared to participate in all required activities.

### **Athletics**

Student athletes should consult with their coaches before selecting a Summit that might interfere with practices or games. Early departure for practices or games may not be possible. Summits requiring overnight travel are noted in the following class descriptions.

**Class Scheduling**

Registration for Summits will open November 9. Students will be sent an online form to complete by November 16. Students will be asked to select several options (e.g. 1st choice, 2nd choice, etc.). Every effort will be made to schedule students into their top choices. However, assignments will NOT be first come, first served. Rather, we will work to enroll a balanced classroom based on students' selections. Students who do not fill out the selection form in its entirety may be placed in any open Summits class. Maximum enrollment varies by class.

**Fees and Financial Support**

The cost for most Summits is covered by tuition. In some cases, an additional charge is listed because of the expense of a given class. Every effort has been made to keep costs reasonable while maintaining the integrity of this program. As always, the school remains committed to providing an inclusive environment where students can enjoy a full range of programmatic opportunities, and the Northwest Experience Fund will be available to all families currently receiving financial aid. Several Summits will also include fundraising to keep costs minimal for all participants.

**Policies and Expectations**

NWS students are bound by the school's policies both on and off campus throughout the Summits experience. Please consult the Parent/Student Handbook for further information on behavioral and academic expectations.

Summit classes are academically substantive. Depending on the class, students may be asked to read, write, journal, build, rehearse, perform, draw, or engage in other formal assignments and assessments. Class readings and other homework will be assigned.

**Contact Information**

For more information about a particular Summit, watch the flipgrids [here](#) or contact the listed teacher.

For general information, please contact the Summits committee at [summits@northwestschool.org](mailto:summits@northwestschool.org) or your advisor.

**Deadlines, Commitments, and Payments**

All students must complete their class sign-up form by Friday, November 16. We will announce class rosters by January 9. Summits with additional fees may require a deposit by January 15<sup>th</sup>. Final payments are due by March 1<sup>st</sup>.

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<b>Summit Title:</b>	<b>Being Human</b>
<b>Teacher(s):</b>	Clare Prowse
<b>Grade Levels:</b>	9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b>	
We will explore answers to the essential questions below using science, the arts, language, culture and technology. What does it mean to be human in all the different ways we experience it.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What does it mean to be human? What is the definition of humane? How are arts central to the human experience? How are fear and love what drive human motivation? What makes human different from animals? Is the brain our soul? Does the language in animals mean we can see them as human? What divides the most complex computers and humans? What is pain and do we sense it differently to animals? How do we connect with other humans in a community?</li> </ul>	
<b>Skills Developed:</b>	
<ul style="list-style-type: none"> <li>• Critical thinking, analysis of data, data collection, creating art, learning the basic elements of a language.</li> </ul>	

<b>Summit Title:</b>	<b>Being in the Wilderness</b>
<b>Teacher(s):</b>	Jen Ford Nathan Franck Wally Long Maria Moses
<b>Grade Levels:</b>	6; 7; 8; 9
<b>Prerequisites/Things to Note:</b>	Overnight travel required, additional fee of \$100, pre-summit meeting(s) required
<b>Summit Description:</b>	
<p>The first week of the summit will be spent at The Northwest School campus, from 9 AM – 3 PM, learning how to prepare for a multi-day backpacking trip along the Deschutes River in Central Oregon. During the first week students will learn what gear is essential for comfort and safety in the backcountry and why; how to pack a backpack efficiently; how to use a stove in the backcountry; how to plan meals and ration food; basic first aid; how to prepare for all weather types; Leave-No-Trace techniques and more. Students will also go on a day hike at Tiger Mountain to test their stoves and boots and volunteer with Washington Trails Association to help maintain a local trail.</p> <p>The second week of the summit will be spent backpacking along the Deschutes River in Central Oregon. We will leave on Sunday, March 24th at 8:00 AM and return on Thursday, March 28th by 5:00 PM. Along the trail, students will be learning about the history of the Deschutes River, including its significance to Native American tribes, as well as the environmental impact of dams and railroad operations along the river. Students will be asked to reflect on the importance of being in the wilderness, not only to fall in love with nature but to understand the responsibility we have in taking care of it – for both the longevity of the land, as well as for the people and animals of who are connected to it.</p> <p>No gear or previous experience is required. We will be holding a pre-summit meeting to determine what gear you have and what gear you need to borrow from the school, as well as to gather other important information for backpacking in the wilderness.</p>	
<b>Essential Questions:</b>	

- How do you safely and responsibly explore the wilderness?
- How do you feel when you are in the wilderness?

**Skills Developed:**

- Students will learn skills in basic navigation, rationing for multi-day trip, preparing healthy food in the backcountry, packing efficiently, preparation for all weather types, selecting a campsite, Leave-No-Trace techniques, and more.

**Summit Title:** Culture and Music of Latin America

**Teacher(s):** Clarke Reid  
Flor Waldner

**Grade Levels:** 8; 9; 10; 11; 12

**Prerequisites/Things to Note:**

**Summit Description:**

Latin America pulses with the rhythms, melodies, and harmonies of a range of exciting musical styles, from salsa to bossa nova, cumbia to mariachi, and many others. And music is intertwined with many elements of culture: dance, food, other art forms, and everyday lifestyles of the wide variety of peoples. We will study music and other cultural elements of Colombia, Brazil, Cuba, and other Latin American countries with occasional forays into relevant Spanish language. Our summit will culminate in an individual or small group project in the form of a concert, recording, art piece, presentation, or academic paper. We will visit and collaborate with community organizations and local musicians, artists, and other experts. Food will definitely be involved.

**Essential Questions:**

- What is unique about the music of Latin America? What are things that the variety of styles have in common?
- How is the music (and culture) of Latin America an amalgam of African, European, and Native American influences?
- How do certain lyrics and musical techniques in Latin America represent the larger cultural contexts they come from?
- (Other more general cultural questions to come)

**Skills Developed:**

- Play instrument of choice in the styles studied (including percussion instruments)
- Sing songs with proper pronunciation in Spanish and Portuguese
- (Other cultural skills to come)

**Summit Title:** Dance Antics: When Play Becomes Art

**Teacher(s):** Maya Soto  
Nico Tower

**Grade Levels:** 6; 7; 8

**Prerequisites/Things to Note:**

**Summit Description:**

CALLING ALL artists, athletes, and techies (grades 6-8)! Combine dance, parkour, film and music. In this summit we will go to the Olympic Sculpture Park every day to dance, play and film outside. We will create site specific dances throughout the park and film them. Back at school, we will create an original sound score and edit our raw footage into an exciting dance film. The Olympic Sculpture Park offers us the perfect playground to explore the history of the waterfront and the relationship between art and environmental conservation. Let's not forget

the massive impact of water, which is such a large part of Seattle's identity. In this collaborative project you will direct, create choreography, learn about music production, and experience the process of making a dance film.

**Essential Questions:**

- How does the form of the Olympic Sculpture Park relate to its function and history?
- How does the art in the park reflect the waterfront environment?
- What roles do time, space and energy play in dance, music, film and sculpture?
- What relationships can exist between art and environmental sustainability?
- What are the ways that film can change how we experience dance?
- What makes a successful collaborative creative process?

**Skills Developed:**

- Students will:
- Explore the Olympic Sculpture Park
- Make a site-specific dance film
- Create Choreography
- Design Sound/Music
- Learn about Film Production
- Experiment With Movement Skills Including Parkour
- Practice Collaboration, Leadership & Team Building Skills
- Research the history of the park and environmental conservation
- Engage in all phases of the Creative Process (Generate, Create, Perform)
- Connect to Seattle's architecture & history in a new fun way

**Summit Title:**

**Documentary Film**

**Teacher(s):**

Solomon Davis

Azure Grossi

**Grade Levels:**

6; 7; 8; 9; 10; 11; 12

**Prerequisites/Things to Note:**

**Summit Description:**

In this project based summit, students will gain knowledge of documentary film history, techniques, ethics, and production. Guest artist from the Seattle film community will share their experiences and expertise throughout the course. The bulk of this summit will be making our own short films. We will showcase our work at a screening for the community.

**Essential Questions:**

- What does it take to make great documentary films?
- How can NWS students contribute to this ever-evolving art form?
- How can I make a great, important, short documentary film in two weeks?
- How will my project connect to the core values of the NWS?

**Skills Developed:**

Students will gain knowledge of:

- Documentary film history and sub-genres (i.e. expository, poetic, performative etc.)
- Video and sound editing software
- The video production process

Students will be given opportunities to learn and hone skills in:

- Photography, Storytelling, Journalism
- Sound design and editing, Video editing

<b>Summit Title:</b>	<b>Duwamish River: Lifeblood of Seattle</b>
<b>Teacher(s):</b>	Priscilla Lindberg Susan Sutton
<b>Grade Levels:</b>	9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	Overnight travel required, additional fee of \$100
<b>Summit Description:</b>	
<p>During this in-depth study of the Duwamish River, students will have the opportunity to observe, experience and take action while exploring the river from its source in the Green River to its finish in the King County Wastewater Plant. We will sleep overnight near its upper reaches at Kanaskat-Palmer State Park, raft its stretch out into the mouth of Elliot Bay, and partner with the Duwamish tribal members, local organizations, and artists hard at work to document, clean up and save this beautiful and imperiled stretch of water right here in the heart of our city. Students will have an opportunity to learn about the river from local scientists and activists and become citizen scientists. Students will create an artistic or activist-centered response to the river. Work will be grounded in reading, writing, arts, presentations, experiments and site visits, making this a place-based, experiential Summit.</p>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What is the historical and contemporary relationship to the Duwamish River? What is the meaning of Place for the various people who interact with this water? How can we reframe our understanding of the meaning of water, especially the Duwamish River, and why ought we to?</li> </ul>	
<b>Skills Developed:</b>	
<ul style="list-style-type: none"> <li>• Understand historical and contemporary relationships to the natural world</li> <li>• -- Map reading: political, historical and topographical</li> <li>• -- Form questions and hypotheses</li> <li>• -- Learn to raft/practice guided rafting on an industrial river</li> <li>• -- Examine environmental impact and intervention (Duwamish is a superfund site)</li> <li>• -- Collaborate and innovate with peers and teachers/professional adults</li> <li>• -- Synthesize learning in an artistic expression</li> <li>• -- Differentiate between traditional western knowledge of water and traditional ecological knowledge</li> <li>• -- Understand and contribute to the work of nonprofits engaged in environmental work on the Duwamish</li> <li>• --Understand where our water comes from and where it ends up; all aspects of our relationship to the Duwamish River.</li> </ul>	

<b>Summit Title:</b>	<b>Food: Chemistry, Cooking &amp; Community</b>
<b>Teacher(s):</b>	Erica Bergamini Ellie Sandstrom David Montero
<b>Grade Levels:</b>	6; 7; 8; 9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b>	
<p>This Summit will explore food from farm to table through the lens of food science, multi-cultural themes in food preparation and how food can nourish our sense of community. Days will be split into research and/or lab activities in the classroom and field trips and/or cooking activities in the dorm and off campus. Students will engage in food science laboratory activities, independent thematic research presentations, food preparation and exploring the role of food in communities.</p>	

**Essential Questions:**

- How does a nutrition label inform us about the health benefits of a particular food or its ingredients?
- What are the similarities and differences between different cultures in how food contributes to community?
- What is the role food plays in individual families/communities?
- What are examples of local food justice inequalities and what can I do to help alleviate them?

**Skills Developed:**

- Students will develop skills in the culinary arts.
- Students will show greater understanding of the science involved in nutrition and cooking.
- Students will be able to compare and contrast food preparation techniques from multiple cultures.
- Students will identify a food that has significance to their own community and tell its story.

**Summit Title:****Getting Schooled by Dogs****Teacher(s):**

Olivia Heeter  
Jeanne Ferraro  
Chris Talone

**Grade Levels:**

6; 7; 8; 9; 10; 11; 12

**Prerequisites/Things to Note:****Summit Description:**

In this course, you will learn how to listen to your dog, take care of your dog, and learn about their truly remarkable abilities and talents. Dogs are constantly communicating with us, but we fail to listen. Cross species communication is an incredibly hard skill to learn and will require patience and mindfulness along with a keen awareness of body language (for you and the dog). Seattle is currently pioneering ways to keep your dog healthy and live longer lives, especially at UW. We will visit facilities that are dedicated to dog health and learn ways to make sure you have a healthy, happy pup. We will also spend time examining some of the amazing skills dogs possess, like their strong sense of smell and how they work to support humans. Finally, we will learn about what more we can do to make sure all dogs can live a paws-ative life.

**Essential Questions:**

- What can an individual do to make a difference in a dog's life?
- How can we communicate our wants and needs to a dog? How can we listen to the wants and needs of our dog?
- In what ways can we support dog health?
- How can we strengthen our relationship with our dog?
- What abilities and skills can and can't dogs do?

**Skills Developed:**

- Presenting – students will complete an individual project during the two weeks of a topic of their choice to share with the rest of the Summit.
- Collaboration – students will work in groups in order to achieve specific goals.
- Leadership – dogs respond the best to a benevolent leader. Students will learn the skills required to be an effective, positive leader.
- Empathy – relationships with dogs allow us to become more humane humans.
- Responsibility – taking proper care of dog is the ultimate lesson in responsibility

<b>Summit Title:</b>	<b>Homeless in Seattle</b>
<b>Teacher(s):</b>	Victoria Dryden Daren Salter
<b>Grade Levels:</b>	10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b>	
<p>In January of 2017, the city of Seattle declared a state of emergency around the crisis of homelessness. While estimates vary, at a minimum there are now over 12,000 residents of King County without housing or adequate shelter. This includes an estimated 1,000 homeless youth in Seattle alone. This Summit, "Homeless in Seattle," offer students a chance to learn about and to impact this state of emergency in small but important ways. Toward these ends, we will renew our partnership with Path With Art, a Seattle-based non-profit that offers free arts, poetry, and music courses to individuals experiencing or recovering from homelessness. We share with Path With Art a belief in the transformative potential of the arts to build bridges of community and respect across social and economic divides and to be a critical tool for social justice and individual empowerment. Our students will collaborate with Path With Art students on a series of art, music, and/or literary projects, in the process forging friendships and breaking down stigmas by putting individual faces and stories to the crisis of homelessness.</p> <p>Alongside our daily work on location with Path With Art, the Summit will also feature a classroom-based study of the concept, causes, and consequences of homelessness, which will include research, reading and discussion of texts, documentary films, and prominently feature guest speakers. In addition, we will engage in service learning at local homeless advocacy organizations.</p> <p>Our core objective is for our students to emerge from this Summit not only more educated about the community that surrounds them and some of the challenges the homeless face on a daily basis, but also inspired to use their position of relative privilege to make a difference. We seek to build reading, writing, artistic, creative and critical thinking skills, but also to marry understanding to empathy, and empathy to action. We are hoping art, purposeful interaction, and service will expose students to a marginalized population, deconstruct the stigma surrounding homelessness, and provide a positive platform for human expression and connection</p>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What is "home" and how does one's response to this question shape perceptions, opportunities, and other dimensions of life?</li> <li>• What are the causes and consequences of homelessness and why has the problem become so acute in our city and region?</li> <li>• What role, if any, can art play in building community across social divides and dismantling social injustice?</li> <li>• How can we define the difference in this experience between transactional vs transformational in experience for all?</li> <li>• How does the impact of the environment change/alter the experience of a homeless individual?</li> <li>•</li> </ul>	
<b>Skills Developed:</b>	
<ul style="list-style-type: none"> <li>• Students will understand the issue of homelessness in our city and region.</li> <li>• Students will work with teachers and a visiting poet on descriptive writing, communication through poetry and the power of language to connect people and break down barriers.</li> <li>• Students will develop their community service skills in working with a variety of agencies serving homeless youth.</li> <li>• The Summit will help students to develop reading, writing, and critical thinking skills.</li> <li>• Students will also work with technology to produce a presentation illustrating many of the ideas/concepts they have learned.</li> </ul>	

<b>Summit Title:</b>	<b>Mexican Folk Art</b>
<b>Teacher(s):</b>	Michelle Kowals Sandy Nelson Lisa Blodgett
<b>Grade Levels:</b>	6; 7; 8; 9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b>	
<p>Sandy and Michelle celebrated the Day of the Dead in Mexico in 2016 with the renowned Fuentes family, known for their detailed and beautiful wood carvings, they couldn't help but feel that this food and art are profoundly connected. We would like to share this experience with you and guide you in learning to make art inspired by Mexican art traditions. In our summit, you will create works of art while learning various art techniques traditional to Oaxaca. You will learn Oaxacan techniques for how to dying wool, weaving fabric, hand building ceramics, sculpting paper mache and experimenting with collage. We will be learning Spanish vocabulary related to our art projects and rooted in the Mexican culture to enrich the conversations and art making experience. During this summit, you will also gain a deeper understanding of the Day of the Dead and the importance of traditional folk art and food to this holiday. You do not need to be a Spanish speaker or a confident visual artist to enjoy this summit, but by the end of the summit, you will have experienced what it is like to be a part of the creative Mexican folk art experience.</p>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>Why is folk art such an important part of Oaxacan history and culture? Why is the creation and appreciation of art central to who we are as human beings? What purpose does art serve in a culture? What is the relationship between art and preserving traditions in a culture? How can we use the making and appreciation of art to increase joy in our lives? When traditional foods are prepared and eaten, we feel a particular joy and connection to the culture from which the food originates. Why do we feel that joy and connection? What is the relationship between Spanish and indigenous language in Mexico and how does it connect to the development of artistic ideas over time? What are the connections between the art that is created in Oaxaca now and the art from the ancient archaeological sites of the region?</li> </ul>	
<b>Skills Developed:</b>	
<ul style="list-style-type: none"> <li>Students will be able to work in several different art mediums as they create culturally relevant art projects. Students will be able to describe the art projects with Spanish verbs and vocabulary. Students will be able to discuss the Day of the Dead holiday while using Spanish vocabulary. Students will have basic knowledge of Catholic and Indigenous Oaxacan Mexican culture, tradition, art forms and life view. Students will gain a stronger understanding of the importance of art in our everyday lives. Students will gain mastery of the artistic skills we study so that they feel proud of themselves. Students will learn about the traditional foods associated with the Day of the Dead in Oaxaca. Students will deepen their understanding of how art contributes to preserving cultural traditions.</li> </ul>	

<b>Summit Title:</b>	<b>Radically Me</b>
<b>Teacher(s):</b>	Harumi LaDuke
<b>Grade Levels:</b>	10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b>	
<p>from radix: "going to the root or origin"</p> <p>Have you ever felt unsure about what to think or do? Do you wish you had a reliable compass of your own to help figure out the next right step? Are you curious about how you can step into your own power and shed fear?</p>	

Do you know how to recognize and prevent negative societal messages from shaping the way you view yourself and move through the world?

In this Summit, you will explore a variety of practices from different cultural contexts, both modern and ancient, that allow you to listen to your own intuition. You will learn to recognize and release society's influences so that you can more fully experience your true self. This course is about the individual journey. Participants must be willing to dive deep and confront their own fears and self-judgment in order to move towards radical self-acceptance. Though there is no one right way to do this work, this Summit offers a sampler of proven techniques that can empower you to center yourself in times of stress, have more certainty as you make decisions big and small, and be better advocate for yourself and your values. Through earnest exploration of self, discussion, writing, some movement (dress comfortably!), and meeting a variety of experts inside and outside of the classroom, you will learn to move through a world with a more genuine understanding of who you are and chart your own path towards a more expansive, liberated life.

**Essential Questions:**

- What factors shape our values, beliefs, and actions?
- How do I recognize when I'm being influenced by societal expectations?
- How can I step into my own power and shed fear?
- How can I better listen to my body and intuition?
- How can I release stress myself? (without relying on anyone else or money? When I don't necessarily have the resources of time or money to engage in therapy?)
- What does it mean to radically accept myself and live a liberated life?

**Skills Developed:**

- Learn multiple techniques for listening to your intuition
- Release negative emotions and pain through ancient and modern techniques
- Recognize and release societal conditioning
- Become familiar with the basic teachings of Ayurveda, the world's first holistic medical system, to minimize stress and feel more balanced and grounded
- Develop your own expertise in a method of your choice towards liberation

<b>Summit Title:</b>	<b>Robots and Ethics</b>
<b>Teacher(s):</b>	Sarah Eklund Erikk Hood
<b>Grade Levels:</b>	6; 7; 8
<b>Prerequisites/Things to Note:</b>	Students will need to attend a full day field trip during the third trimester.

**Summit Description:**

What is a robot? How would you build one? What would it do? Who gets to decide what it does? These questions and more are what students will answer and discuss in this summit while they build robots!

Students will use the Lego® EV3® Robotics system. The EV3 system allows for a unique design experience in which students can create and design mechanical and software systems simultaneously. Students will design, program, build, and refine robots to complete a variety of tasks and challenges. Students will study computer logic as well as create and refine programs that allow their robots to become autonomous. All robots built will be designed and programed by students – as facilitators, we will give students ample time and space to brainstorm/experiment.

In parallel to the building, designing, and programming, students will also read, discuss, and reflect on works of science fiction that relate to the ethics of technology. During the course, students will look at short stories, poetry, film representations, and other media to investigate the ethical questions scientists need to ask and negotiate. Each student will write and discuss Laws of Robotics that could govern future robots and the ramifications of such laws.

Throughout this summit, students will document their design process to showcase their learning to parents, faculty, and peers! The culminating event of this summit will be a multi-school cooperative competition, in which we collectively work to solve environmental problems using technology and robots!

**Essential Questions:**

- How does a computer ‘think’?
- How can robotic technology be used to solve environmental problems facing humanity?
- How can a robot be biased?
- How do we make a robot do what we want it to? And what are the consequences of our programming?
- Who in our society is impacted (in both positive and negative ways) by increased automation?

**Skills Developed:**

- **Designing:** You will understand the design process. Including how to consolidate brainstormed ideas into a buildable plan and how break complex processes up into small and testable chunks.
- **Programming:** No experience necessary. We will understand programming concepts like computer logic, conditional statements, loops and parallel sequences.
- **Engineering:** You will learn and use many engineering ideas. These include gear ratios, structural integrity, motor capacity, and how to minimize and deal with friction.
- **Collaboration:** You will share ideas and learn the importance (and dynamics) of a team. Collaboration requires an awareness/encouragement of the talents of others and yourself to accomplish a well-designed and functional robot.
- **Technical Writing:** You will develop writing skills needed specific audiences within and outside academics. Learning to program and explicate your thoughts are skills valued in the production of manuals, research papers, grants, memos, etc.
- **Ethics:** You will leave with a strong notion of the social and ethical ramifications of technology, robots, and artificial intelligence.

**Summit Title:** Satire is Sanity: Nonsense Meets Humor

**Teacher(s):** John Speer

**Grade Levels:** 9; 10; 11; 12

**Prerequisites/Things to Note:**

**Summit Description:**

Ever wondered why more people get their news from comedy than cable programming? The answer is simple: this world, with few exceptions, is full of “nonsense”, and those of us who prefer to laugh rather than cry, know that comedians have a low tolerance for nonsense. If you would like to read, watch, and work with experts in the field of comedy and satire, become more witty yourself, and/or produce your own creative comedy and satire, come learn with me over two weeks as we not only delve into political cartoons from the New Yorker, John Oliver, Stephen Colbert, Sarah Silverman, The Boondocks, and Saturday Night Live, but work with guest speakers who teach us how to not only point out nonsense and absurdity, but laugh at it with grace.

**Essential Questions:**

- Why do audiences respond to satire and comedy that distinguishes social, cultural, and political problems?
- Does satire/comedy desensitize us to sensitive, controversial topics, or does it decrease our tolerance for absurdity?
- How can laughter help us develop a more socially just attitude?
- How can we recognize nonsense and absurdity in whatever form it arrives, and laugh appropriately?

**Skills Developed:**

- Develop original multimedia arguments by creating political cartoons, mockumentaries, and/or your own comedy/satire skit.
- Develop a refined sense for detecting and explaining “nonsense” through research and argument skills.
- Develop the ability to laugh in an absurd, strange world.

<b>Summit Title:</b>	<b>Sense of Place: An Olympic Coast Exploration</b>
<b>Teacher(s):</b>	Jeremy DeWitt Sophie Daudon
<b>Grade Levels:</b>	9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	Additional fee of \$100, The majority of this Summit will take place away from Seattle and will span over the weekend of March 23rd and 24th. Students are required to have some prior experience backpacking, either on a personal trip or with NWS. Unsure of your experience level? Come talk to us.

**Summit Description:**

“If you don’t know where you are,” says Wendell Berry, “you don’t know who you are.” In this Summit, you will have the opportunity to examine your relationship to the world as we spend 6 days hiking along a stretch of the Washington Coast in Olympic National Park. We will explore questions such as: What are the different ways we can observe and define a place? What connects humans to a place? What is our responsibility to our “places”? These questions will primarily be explored through traveling 20 miles along the Coast line wilderness. As the journey permits, we will be making and sharing our observations, as well as experiencing and discussing the perspectives of native peoples, artists, writers, historians, and scientists grappling with similar ideas. Additionally, we will support you as you design and carry out an Independent Field Project. Sign up for this Summit if you are intrigued by the idea of slowing down and looking at everything from an intricate piece of sea kelp to the composition of an old-growth forest, if you are curious about the relationship between human culture and landscapes, and/or if you find yourself drawn to the outdoors and wanting to explore why.

Important details: The majority of this Summit will take place away from Seattle and will span over the weekend of March 23rd and 24th. Students are required to have some prior experience backpacking, either on a personal trip or with NWS. Unsure of your experience level? Come talk to us.

**Essential Questions:**

- How do the places you interact with and explore define who you are?
- How do natural and social systems intersect to define places?
- What are the ways you can observe a place to better understand its components and your relationship with them?
- How do you share your understanding of a place with others?
- What is your responsibility to your own “places”?

**Skills Developed:**

- Wilderness Travel: trip preparation and planning, navigation, self-care in the backcountry, and “leave no trace” principles
- Observation: exploration and practice of field methods including questioning, sketching, discussion, writing, photographing, story-telling, painting, listening, and comparison
- Self-Reflection: purposeful examination of your identity and your relationships with the “places” in your life
- Communication: use of a variety of methods to clearly convey your questions, conclusions, and insights

<b>Summit Title:</b>	<b>The Complete Athlete</b>
<b>Teacher(s):</b>	Joe Bisignano
<b>Grade Levels:</b>	8; 9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	Overnight travel required, additional fee of \$100
<b>Summit Description:</b>	
<p>This summit will dig deep into everything we know about combining maximum fun, great health and peak athletic performance. Be ready to get your blood tested and dig into what the results mean. Take a VO2Max test and see where you fall and how to improve. Test your strength and endurance and look to design a program aimed at addressing your weaknesses. Assess your injury risk and execute a plan to lower it. Look at every aspect of your eating and nutrition and learn how to cook and eat the food your body needs. Meet with a sports psychologist and mental focus trainer and try some techniques to improve your mental game. Learn and practice mindfulness so you can find a way to be "in the eye of the storm", "quick but not hurried" and "present and in the moment". We will meet elite athletes and the folks responsible for planning the training and health work. Learn how to compete at a high level without judging yourself for your performance. And, wrap all that work into a journey that also includes understanding the reality for those with different abilities and/or opportunities and do it in a way that contributes to growth in my compassion for myself and others.</p>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What can/do I know about my current mental and physical state that is relevant to my life as an athlete?</li> <li>• How does my current state serve me well as an athlete?</li> <li>• What are areas that I can work on and improve that will serve me well currently and in the future as an athlete (and a healthy human being)?</li> <li>• What, very specifically can/should I be doing to bridge that gap?</li> <li>• Who can help me on my journey to being a healthy and complete athlete?</li> <li>• How can I actively help make access to the tools needed for athletic health and training available to all?</li> <li>• What can I learn from those with different abilities or different opportunities?</li> <li>• How can my journey contribute to my growth in compassion for myself and others?</li> </ul>	
<b>Skills Developed:</b>	
<ul style="list-style-type: none"> <li>• Designing and executing healthy and safe workout routines, incorporating strength, endurance, speed and injury prevention.</li> <li>• Planning and cooking nutritious meals, guided by self knowledge (including current blood work information) and medical science.</li> <li>• Develop tools to be more mindful, balanced and compassionate in both preparing to compete and in competition itself.</li> <li>• Increase humility to recognize weaknesses and grit to work on those weaknesses.</li> </ul>	

<b>Summit Title:</b>	<b>The Cultural and Botanical Wonders of the Western Red Cedar Tree</b>
<b>Teacher(s):</b>	John Baldwin Lisa Beemster
<b>Grade Levels:</b>	9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	Overnight travel required, additional fee of \$100
<b>Summit Description:</b>	
<p>Though you probably walk past them every day, you may have never really noticed the iconic Western Red Cedar trees that are common in both urban and forested regions of the Pacific Northwest. In this Summit, we will examine botanical aspects of this tree and how it affects, and is affected by, our local environment.</p>	

As well, and importantly, the Western Red Cedar has always played a critical part in the area's indigenous cultures. These include the Duwamish and Suquamish Tribes, from whom the area in which Seattle is now located was taken. We will discover how native cultures used the cedar tree's roots, bark, and foliage for housing, transportation, clothing, and art (decorative and ceremonial).

As part of our study, we will spend three nights on the Olympic Peninsula where a master basketweaver will teach us how to weave baskets from cedar bark. The elder will also share aspects of indigeneous culture. In addition, we will visit old growth cedar forests. Our three nights away will be spent in a comfortable dorm complete with a cozy fireplace. Finally, our summit will also include a choice of short art projects using cedar foliage.

**Essential Questions:**

- How can a single botanical species influence and be influenced by the human culture(s) that surround it?
- Why, and how, do some cultures connect artistic and spiritual aspects with the practical and others do not?

**Skills Developed:**

- Awareness of native species, even/especially in our urban environment.
- Understanding of the area's indigenous cultures, both currently and before the arrival of white "invaders".
- Understanding of the interconnectedness of the natural environment and human presence.
- Visual art skills including working with ceramics and creating monoprints.
- Renewing our natural environment by planting native species.

<b>Summit Title:</b>	<b>The Dream of the 90s: Life, Art, and Culture in the "Golden Age" of LA</b>
<b>Teacher(s):</b>	Mary Anne Henderson
<b>Grade Levels:</b>	11; 12
<b>Prerequisites/Things to Note:</b>	

**Summit Description:**

Los Angeles. The City of Angels. Hollywood. Hollyweird. South Central. Compton. Long Beach. Inglewood. East LA. WeHo. Venice. Malibu. Beverly Hills. The geography, place, people, and stories of LA dominated my imagination as a youth growing up in the 1990s. LA was the place to be. It was also the place to be scared of. The place to lump hopes and fears on. LA in the 1990s was a hotbed of artistic expression and systemic oppression. There is only one LA, and yet there are many LAs. This Summit will explore the LA of my imagination and yours, and dive into the realities of life in 1990s LA and the way its people survived and sometimes thrived.

**Essential Questions:**

- Why does LA loom so large in the imagination of so many people in the US and around the world? Is there any substance to this obsession?
- How did the artists, musicians, and social movements of LA challenge the status quo?
- What can LA teach us about the future?

**Skills Developed:**

- Media analysis
- Developing question asking skills to unveil context and deeper meaning
- Appreciation for the social, political and historical context in which music is created
- Critique
- Literary analysis
- Urban studies theory

<b>Summit Title:</b>	<b>The Internet of Things: Using Data and Hardware to Build a Better World</b>
<b>Teacher(s):</b>	Shie Benaderet Cecilia Tung
<b>Grade Levels:</b>	8; 9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b>	<p>The Internet of Things (IoT) is all around you. It is a network of interconnected everyday physical devices that use sensors to collect data. The data is analyzed and used to change the behavior of the device to improve its performance or enhance the user experience. From light bulbs and thermometers to wearables, the data collected from connected devices can make life easier by making self-driving cars possible, automating repetitive tasks, and helping us make informed decisions as we move about in the world. How can this technology help us achieve a more just and equitable world? How will we be able to ensure that these devices improve our quality of life without imprisoning us? What ethics or code of conduct should guide the IoT?</p> <p>This summit will grapple with these questions. You will learn how the IoT works and consider the benefits and drawbacks that come with it. Participants will learn how to code using the Circuit Playground and Adafruit Feather Huzzah to make sensors, data feeds, and interactive machines that are the backbone of the IoT. We will study how the school, cities, and companies use the IoT and data to make decisions, and work to develop practical and ethical applications for IoT devices in our lives.</p>
<b>Essential Questions:</b>	<ul style="list-style-type: none"><li>• How does the IoT help governments, companies, and individuals gather data and make more informed decisions?</li><li>• Why is data so valuable?</li><li>• Who owns data once it is collected?</li><li>• How can we implement the IoT so that it benefits everyone?</li><li>• Who does the IoT serve?</li><li>• How can privacy be maintained with implementation of the IoT?</li></ul>
<b>Skills Developed:</b>	<ul style="list-style-type: none"><li>• Describe the Internet of Things and articulate some pros and cons of its use.</li><li>• Understand how data can help individuals, cities, and corporations make better decisions.</li><li>• Connect to, and program, an Adafruit Circuit Playground and Adafruit Feather Huzzah to collect real data.</li><li>• Use digital tools to process and analyze data.</li><li>• Design a real-world application of the IoT.</li></ul>

<b>Summit Title:</b>	<b>The March Goes On: Civil Rights Past, Present, Future</b>
<b>Teacher(s):</b>	Anshu Wahi Chance Sims Gianna Craig Kevin Alexander
<b>Grade Levels:</b>	10; 11; 12
<b>Prerequisites/Things to Note:</b>	Students need to complete an application available from the trip leaders listed above. Application is due November 14, 2018. Additional fee of \$1,950 for travel · Pre-summit meetings will include trainings during 9-12 Interest Group time during Trimester 2 and attendance at some out-of-school events related to our study. · Overnight trip will take place March 19-28, 2019
<b>Summit Description:</b>	<p>We are in the midst of a civil rights movement. This summit takes you on a personal, racial, and historical journey through key moments and places of the Civil Rights Movement of the past to help you understand the present. Using the power of perspective and place, we will visit significant sites in the U.S. South. We will connect the events of the past to the current struggles for civil rights. We will meet with historians and activists who participated in earlier movements and those organizing today. After 10 days of travel, we will return to Seattle for personal reflection and examination of racial identity and civil rights locally and nationally. We will conclude this summit by developing personalized plans to join in the ongoing movement for a just and equitable society.</p> <ul style="list-style-type: none"> <li>· Students need to complete an application available from the trip leaders listed above. Application is due November 14, 2018.</li> <li>· Trip fee of \$1,950</li> <li>· Pre-summit meetings will include trainings during 9-12 Interest Group time during Trimester 2 and attendance at some out-of-school events related to our study.</li> <li>· Overnight trip will take place March 19-28, 2019</li> </ul>
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>• Why this Summit now?</li> <li>• Who am I in the active movement for civil rights?</li> <li>• What is the role of place in this movement?</li> <li>• How can I complicate my understanding of identity, race, resistance, place, and struggle in the U.S.?</li> <li>• How do we connect the historical Civil Rights Movement and the movement today in the South and the Pacific Northwest?</li> </ul>
<b>Skills Developed:</b>	<ul style="list-style-type: none"> <li>• Develop capacity to recognize and organize in response to social injustice</li> <li>• Foster ability to think critically about racialized events past and present</li> <li>• Use inquiry based process to develop critical understanding of social movements and personal identity</li> <li>• Improve facility for cross-racial dialogue</li> <li>• Analyze systems of power and institutional racism</li> <li>• Build vocabulary around civil rights issues, race, and racism</li> </ul>

<b>Summit Title:</b>	<b>The Room Where it Happened</b>
<b>Teacher(s):</b>	Laura Ferri Elliot Weeks Randy Wanless Elvin Jones
<b>Grade Levels:</b>	9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b>	
<p>Be in the room where it happens! Turn the world upside down as we study, analyze, sing, dance and submerge ourselves in the genius of Lin-Manuel Miranda and his glorious performance piece, Hamilton. Start out helpless but end up satisfied and above all don't throw away your shot to learn how the rules of musical theatre construction play out in this global sensation. The class will research the development of the show, reading selections from Alexander Hamilton by Ron Chernow-the biography that first inspired Miranda to create the piece-listen to the score, watch videos, and learn the music and lyrics to several ensemble numbers which will be staged with choreography and stylized movement. The ensemble will also attend the world premiere of the musical, Marie, on its pre-Broadway run at the 5th Avenue Theatre. What comes next? Wait for it as you discover who lives, who dies and who tells the story in this powerful production of "America then, told by America today."</p>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How can the stories of the past be made both memorable and impactful for the students of today?</li> <li>• How can the power of art be used to expose injustice, revere heroism and inspire audiences?</li> <li>• How has the musical theatre art form adapted to a more diverse America?</li> </ul>	
<b>Skills Developed:</b>	
<ul style="list-style-type: none"> <li>• Music &amp; poetry analysis, History, DEI in the Arts, ensemble singing, dancing, theatrical performance</li> </ul>	

<b>Summit Title:</b>	<b>The Transformative Power of the Novel</b>
<b>Teacher(s):</b>	Adina Meyer Julie Kim
<b>Grade Levels:</b>	6; 7; 8; 9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b>	
<p>"If we can look at things as if they could be otherwise, if we can somehow summon into existence a decent world ...we may name what is unspeakable and unendurable - and come together to invent new projects - projects that together may transform."</p> <p style="text-align: center;">--Maxine Green</p> <p>Do you dream of becoming a published author? Do you have thousands of ideas and no time to write them down? Does your time spent reading eclipse your time spent writing? In this Summit, you will finally have both the time and space to dive into the transformative power of novel writing. Mentored through a variety of resources and local experts in the field of social-justice literature, you will explore your own voice and views of the world in two unfettered weeks of creative abandon and prolific writing. Aside from learning how to create fully realized characters and cohesive plot lines, you will be encouraged to "turn off" your inner critic and just write. At the end of the course, you will walk away with a rough draft of 35,000 words or more, as well as an appreciation of your own abilities as an author. This Summit is open to 6th-12th grade students, and though previous novel-length pieces are not a prerequisite, this course does require commitment and dedication to the act of putting words on the page. Peer review (while optional) is not a required component of this course.</p>	

**Essential Questions:**

- How is a novel different from other genres of writing?
- How can a novel transform people's ideas, opinions and feelings? How does it transform the writer?
- How can I write a novel?
- Where can I find inspiration for my writing?
- How can I find my unique voice?
- What techniques do novelists use to make their book come alive?
- How can I write authentically on social and environmental justice issues without sounding preachy?
- How can I create authentic characters?
- What are the steps to getting my novel published?

**Skills Developed:**

- Character development, mood setting, plotting, perseverance, planning, novel writing, reflection

**Summit Title:****TinCTank****Teacher(s):**

Frances Tee

Nathalie Hall

**Grade Levels:**

6; 7; 8; 9; 10; 11; 12

**Prerequisites/Things to Note:****Summit Description:**

Join us to connect with other people that want to explore, tinker and make things! TinC Tank is a place where students gather to create, invent, tinker, explore and discover. The 1st week will be spend exploring fiber and electricity. The 2nd week we will be exploring the use of the laser cutter. We will be working on one or two small projects everyday so that you can get to know the materials you can work with. There will also be visits to other maker spaces for inspiration and more tinkering. The 2nd week will be focused on project definition, design and creation: YOU will design what you want to make and create it. There will be a final presentation of work on the last day.

**Essential Questions:**

- Why are exploration and creation an important part of learning?
- How can fiber and electricity together make an impact?
- What am I sharing as I make and how am I sharing it?
- Why is it important to have a space to tinker, create, build and make things?
- What does it take to design and build a project from start to finish?

**Skills Developed:**

- Students will know about electricity and electric circuits
- Students will understand how to use tools with fiber: sewing, cutting, etc.
- Students will understand how the Laser cutter works
- Students will learn how to manage a project of their own design
- Students will learn how manipulate thread, felt, paper, cardboard.
- Students will learn about documenting and communication about their work and design process.

<b>Summit Title:</b>	<b>Tiny Haus</b>
<b>Teacher(s):</b>	Herb Bergamini Mimi Yang Perry Thiesen Dave Baldwin
<b>Grade Levels:</b>	6; 7; 8; 9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	Fundraising prior to Summits required
<b>Summit Description:</b>	
<p>This course will invite students to actively engage with the issue of homelessness, both by learning safe construction skills and techniques to build a tiny house and through daily reading, discussion, and reflection. The students will examine current issues of homelessness across various cities (with emphasis on Seattle), learn mathematically why the rental market is unsustainable for many renters, and research and brainstorm ways to help. There will be also guest speakers and service trips planned, to further connect students with existing resources in our community.</p>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What is the magnitude of homelessness in our community? What factors cause the growth of homelessness in the city? Who is affected by homelessness? What services exist to help someone who is homeless, and how can we help as individuals? What is the state of homelessness in other cities? What solutions have been effective in addressing homelessness? What can I do to contribute to the solution? How do you build a house using current/modern power tools and industry standard safety practices?</li> </ul>	
<b>Skills Developed:</b>	
<ul style="list-style-type: none"> <li>• The students will learn construction site safety and power tool carpentry construction skills while constructing the Tiny Haus. They will learn some financial literacy related to why housing costs are unsustainable.</li> </ul>	

<b>Summit Title:</b>	<b>Two Weeks in the Life of a Reader</b>
<b>Teacher(s):</b>	Alicia Kalan Suzanne Fox
<b>Grade Levels:</b>	6; 7; 8; 9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b>	
<p>Do you find solace in independent reading? Do you wish you had more time to devote to a good book of your choice? In this summit, you will cultivate a rich and fulfilling reading life. You will reflect on how your reading choices influence your perspective and how your perspective influences the books you choose to read. Students will learn about bias in the publishing industry and explore diverse points of view through the written word. Significant time will be spent sitting quietly, reading, writing, and reflecting. If weather permits, we'll be outside as much as possible. Some highlights include: bookstore field trips, conversations with authors and publishers, writing your reading autobiography, making your own literary-themed ceramic teacup, movement related to the written word, and culminating action project.</p>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• Who are you as a reader?</li> <li>• -How do the books you read influence your perspective?</li> <li>• - How does your perspective influence the books you read?</li> <li>• - How have you grown as a reader?</li> <li>• Whose voices are generally privileged in literature and how does that impact who writes?</li> </ul>	

- Whose voices are silenced or valued less in the publishing industry and why?
- -What's on display at local libraries and bookstores? Do the titles represent a wide-variety of experiences/identities? Are the voices featured authentic?

**Skills Developed:**

- Close and reflective reading, a love for independent reading, an appreciation for new or different genres, critical thinking, self-awareness, learning how to be an advocate for diverse voices in the publishing industry, graphic design using Canva, and knowing when to slow down and enjoy a good book.

<b>Summit Title:</b>	<b>Urban Agriculture in Seattle</b>
<b>Teacher(s):</b>	Jenny Cooper
<b>Grade Levels:</b>	7; 8; 9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	This Summit includes physical work every day, rain or shine. Please be excited to get dirty, work hard, and have loads of fun in the sun and/or rain.

**Summit Description:**

"Everybody, regardless of their economic means, should have access to the same healthy, safe, affordable food that is grown naturally." - Will Allen, Urban Farmer and Founder, Growing Power (Milwaukee, WI)

Where does our food come from? What are the social and environmental impacts of our food system? This Summit will use the NWS farm/garden as a learning space to hone skills in urban agriculture and gain a deeper understanding our food system. We will split our time each day between working in this ever-evolving space and volunteering at Seattle organizations focused on food justice and urban agriculture. Our hands-on work will ground deeper discussions and learning about food justice, environmental justice, and the connections between race, class, land use history, soil contamination, food access, and health. Our work at NWS will include planting spring and summer crops, tending to the compost, and working on other independent and team projects. Each student will be expected to develop and carry out a small group or independent project related to the farm/garden. This could be an art project, construction project, hydroponic system, wind or solar powered scarecrow sculpture, planting project, or anything else that is educational, feasible, and builds community within the farm/garden.

**Essential Questions:**

- Where does our food come from?
- What are the social and environmental impacts of our food system?
- What are food justice and food sovereignty?
- How does striving for food justice and improving environmental elements like soil, air, and water support community resilience and equity?
- What are the social and environmental forces that mediate our relationship with food--growing it, eating it, and thriving from its nutrients?
- How can we engage in advocacy around racial justice, food justice, and environmental justice?

**Skills Developed:**

- Systems thinking
- Understanding of the intersections of hard sciences and social sciences.
- Project development and implementation
- Teamwork
- Techniques for growing organic food in cities
- Organic pest management
- Soil rotation
- Crop planning

<b>Summit Title:</b>	<b>Visual Art Criticism: Craft to Activism</b>
<b>Teacher(s):</b>	Lyn McCracken Melody Haff
<b>Grade Levels:</b>	9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b> In this summit we will visit museums, galleries, artist’s studios, and the streets to look at a variety of artwork. We will research and discuss the artist’s intention, the tools and resources they use, and what makes the artwork successful. We will learn how to write a review/critique of the work and create a small pamphlet of our findings.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• How do you evaluate artwork? What are the ingredients that make a work successful? How do artist draw from the history of art? Does their artwork reflect cultural ideas and/or contemporary concerns? How are some artists considered activists?</li> </ul>	
<b>Skills Developed:</b>	
<ul style="list-style-type: none"> <li>• Appreciation - You will gain a better understanding and appreciation for artist’s work and their motivation.</li> <li>• Vocabulary - You will learn to discuss artist’s work using art terminology and identifiers.</li> <li>• Analysis and Critique – Through class discussions you will practice ways to analyze and critique artwork.</li> <li>• Journaling/Writing/Sketching – You will have opportunities to increase these skills through daily reflection.</li> </ul>	

<b>Summit Title:</b>	<b>Walking in Another's Shoes: Cultivating Compassion Through Creating Characters</b>
<b>Teacher(s):</b>	Ellen Graham Jo Nardolillo
<b>Grade Levels:</b>	9; 10; 11; 12
<b>Prerequisites/Things to Note:</b>	
<b>Summit Description:</b> This summit explores how trying to look at the world from someone else’s perspective builds empathy and opens our minds about complex ideas. In the creation of short original plays, we will focus on how to write and portray characters whose experience and point of view differ from our own. We will discuss tools for character creation and dramatic writing by reading short plays, attending theatre performances, workshoping with guest artists, and studying current best practices in the professional theatre world. Our short plays, written individually, will emerge from these studies, discussions, and people-watching excursions, and will be brought to life by the entire ensemble. Each member of the “Walking in Another’s Shoes” summit is expected to bring a second creative art to our workshop, weaving into the plays music, dance, mime, costumes, masks, and any other medium students find inspiring. The summit culminates in taking our multimedia work out into the community for performance in such venues as Merrill Gardens and Mary’s Place, or as a flash mob in public spaces.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• Can taking the time to deeply imagine oneself in the life of someone very different lead us to be more aware, thoughtful, and compassionate?</li> <li>• Is it possible to portray a person unlike oneself in a way that is both respectful to the subject and compelling to the audience?</li> <li>• How are leaders in the arts world currently tackling this difficult question?</li> </ul>	

- What does an artist need to take into consideration when portraying characters who are significantly different, whether by gender, race, age, ability, nationality, language, religion, economic background, etc.?
- Can the creation and performance of a short play provide a unique path to insight into questions of social justice and equity, to awareness of our privilege, and to an openness to embracing those who are not like ourselves?

**Skills Developed:**

- Through careful examination of the structure of plays students will acquire a broad knowledge of dramatic literature. This will enhance their theater going experience and deepen their skills as actors and writers.
- Students will broaden their experience as good citizens in the world as they open their artistic life to the lens of social justice.
- Writing every day will give students the basis for an on-going writing practice.
- Embedding a second art into their work will reinforce the NWS emphasis on experiencing and studying multiple arts