



NEW VICTORY®

SCHOOL TOOL®

RESOURCE GUIDE



inspired by...



CARD
NINJA

NEW VICTORY

THEATER

powered by
NEW
42

NEW VICTORY® EDUCATION

209 W 42nd Street, New York, NY 10036 • Education_Tickets@NewVictory.org | 646.223.3090



Bringing kids to the arts and the arts to kids since 1995, New Victory opens new worlds to young people and families through extraordinary performances, education and engagement programs both online and in its historic Times Square theater.

Powered by New 42, a cultural nonprofit dedicated to empowering artists, educators and families through the performing arts, New Victory served 138 schools and 20,000 NYC kids through performances, classroom workshops, teacher professional development and resources in the 2022-23 school year.

Featuring artistic disciplines and traditions from a multitude of cultures, New Victory has become a standard-bearer of quality performing arts for young audiences in the United States with theatrical stories and experiences that spark the imagination and broaden our understanding of the world and our place in it.

NEW VICTORY® SCHOOL TOOL® Resource Guides

Filled with practical, engaging and ready-to-implement activities that allow any teacher to incorporate performing arts into their curricula, NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich students' arts skills and creative expression.

Jobs for Young People

Discover the NEW 42 Youth Corps, a youth development program that pairs life skills training with jobs in the arts for high school and college students. Designed to meet students where they are, New 42 Youth Corps provides flexible paid employment through a mix of on the job experience as well as personal, academic and professional development through a series of workshops, speakers and networking opportunities.



Under the leadership of President & CEO Russell Granet, New 42 is a leading performing arts nonprofit whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward.

Through our signature projects, New Victory and New 42 Studios, we serve young people, artists and educators with invaluable arts engagement and resources in and beyond the performing arts.



Support for New Victory Education has been provided by:

Con Edison, Muna & Basem Hishmeh Foundation, Kennedy Center VSA, The Pierre and Tana Matisse, Foundation, New York City Council, New York City Department of Cultural Affairs, New York City Department of Education, New York Community Trust, New York State Council on the Arts with the support of the Office of the Governor and the New York State Legislature, May and Samuel Rudin Family Foundation, Adolph and Ruth Schnurmacher Foundation, Inc.



Council on the Arts

NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.



What's in the guide:

✓ Learn and Engage.....p. 4

The Show, the Art Forms and Info to Know
Context to Consider
Unit Plan Brainstorm

✓ Discover and Create.....p. 9

Activity: What Matters to Me
Creativity Page: Dealer's Choice

✓ Arts Break @ Home.....p. 12

Resources for Families
Arts Break

✓ About the New Victory.....p. 14

Trip Guide
NEW VICTORY Theater Etiquette

✓ Respond and Connect.....p. 18

Reflection
Critic's Corner
Activity: Plot Twist!
Creativity Page: Martial ART

The content in this NEW VICTORY®
SCHOOL TOOL® Resource Guide
aligns with:

NEXT GENERATION LEARNING STANDARDS

Reading: 1; 2; 3

Writing: 2; 3

Speaking and Listening: 1; 2; 3; 4; 5; 6

Language: 1; 2; 3

NEW YORK STATE LEARNING STANDARDS FOR THE ARTS

Creating, Performing,
Responding, Connecting

BLUEPRINT FOR TEACHING AND LEARNING IN THE ARTS

Theater: Theater Making,
Developing Theater Literacy,
Making Connections

Visual Arts: Art Making,
Developing Art Literacy,
Making Connections



inspired by...

CARD NINJA

Javier Jarquin

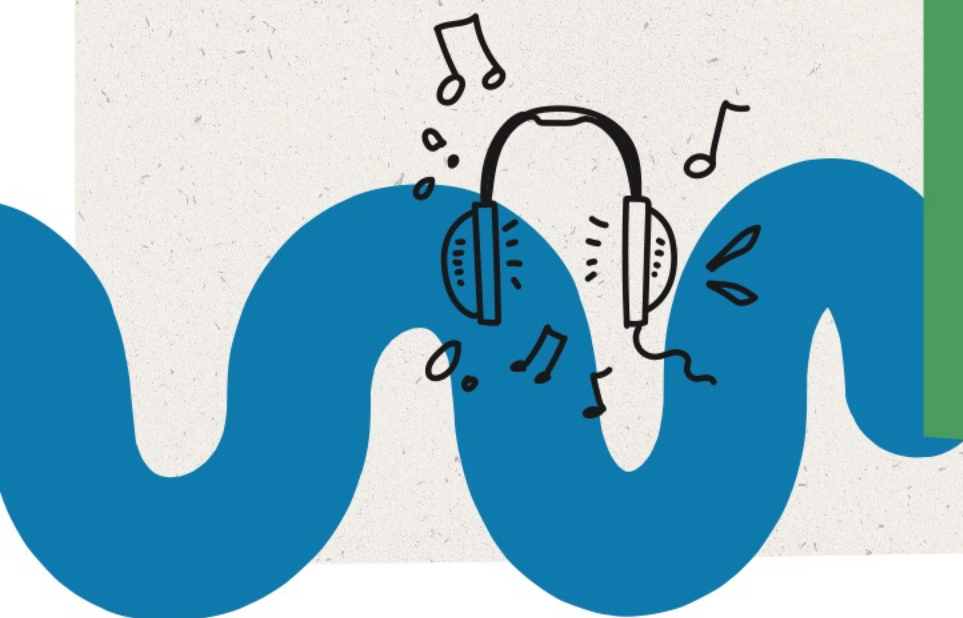
Please be advised that the unauthorized reproduction or distribution of NEW VICTORY SCHOOL TOOL Resource Guides for any purpose other than educational, such as for commercial or monetary gain, may constitute copyright infringement and may be punishable by law. For more information, please contact the NEW VICTORY Education Department at Education@NewVictory.org



Learn and Engage



This section is an introduction to the artists, company, art forms and themes of this production. It also contains unit plan brainstorms, inspired by the production, that provide opportunities to begin thinking about the cultural, thematic and artistic elements of the show.



THE SHOW, THE ART FORMS AND INFO TO KNOW

What's the Show About?

More than just sleight of hand and definitely not an illusion, *Card Ninja* is an act like nothing seen before! Using genuine playing cards, comedian Javier Jarquin dazzles audiences with displays of decks as ninja weapons. Extreme precision, impeccable timing and astonishing speed/distance are just some of the feats that Jarquin masters in his one-man comedy show. Weaving together personal anecdotes, audience participation and a background in martial arts, Jarquin tells his unique story in a whimsical card bonanza.

✧ Stand-Up Comedy

Stand-up comedy is a form of entertainment in which a solo performer addresses the audience directly to deliver jokes, observational humor or whimsical stories. Rooted in early 1900s vaudeville, this art form became popular by emcees improvising with the audience in between acts. Famous stand-up comedians include Aziz Ansari, Ellen DeGeneres, Ali Wong and Wanda Sykes.

✧ Scaling

The art of throwing playing cards with great precision and force is known formally as scaling. First seen by Alexander Herrmann in the late 1800s, scaling is used as a unique flourish in magic shows, but, over the years, it's become a skillset of its own. *The Guinness Book of World Records* currently holds several challenges regarding scaling, including farthest throw, fastest throw and most accurate throw (hitting the same target 122 times in a row).

✧ Martial Arts

Martial arts include skills, traditions and culture surrounding fighting and combat sports. These art forms derived from ancient warrior training, which explains why there are over 190 different types of martial arts in the world, many from different cultures and civilizations. Often, these martial arts emphasize not only the physical aspect of combat, but the spiritual and mental fortitude as well. Some forms of martial arts include kung fu, judo and karate.

What do your students already know?

Ask your students questions to find out how much they already know about the art forms and themes of the show. Some questions to start with are:

*When was the last time you laughed out loud at a show or movie?
What made it funny?*

*Have you ever played with cards before?
What do you think makes them so popular?*

What comes to mind when you hear the phrase "martial arts?"





CONTEXT TO CONSIDER

Who is the Card Ninja?

Born in Costa Rica, Javier Jarquin was raised in New Zealand by Latin American and Chinese parents. Growing up, he loved martial arts films and always pretended to be in them. In his first career as a computer programmer, Jarquin would fling business cards while bored at work. One day, he got a card to boomerang, or return to him in mid-air, and thought of incorporating card throwing into his comedy act. A successful comedian, Javier Jarquin won the “So You Think You’re Funny?” competition in 2007 in New Zealand and quickly became a star on the comedy circuit Down Under. In 2010, he moved to London, where he is now a headline act around the UK and in Europe. Known for thinking fast and talking faster, Jarquin has performed *Card Ninja* at clubs, corporate events, arts festivals and on Pepsi Max’s *Unbelievable* web series.

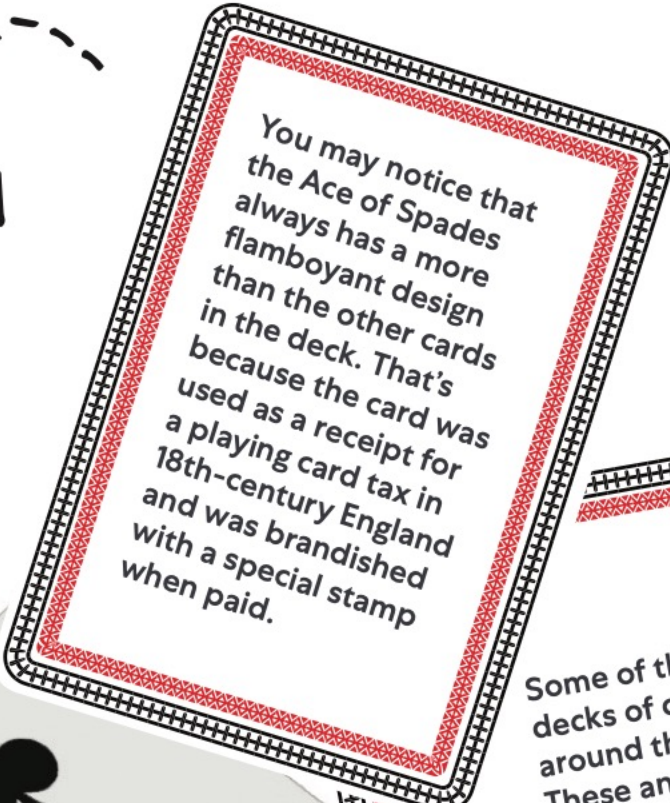


Just a Card’s Throw Away...

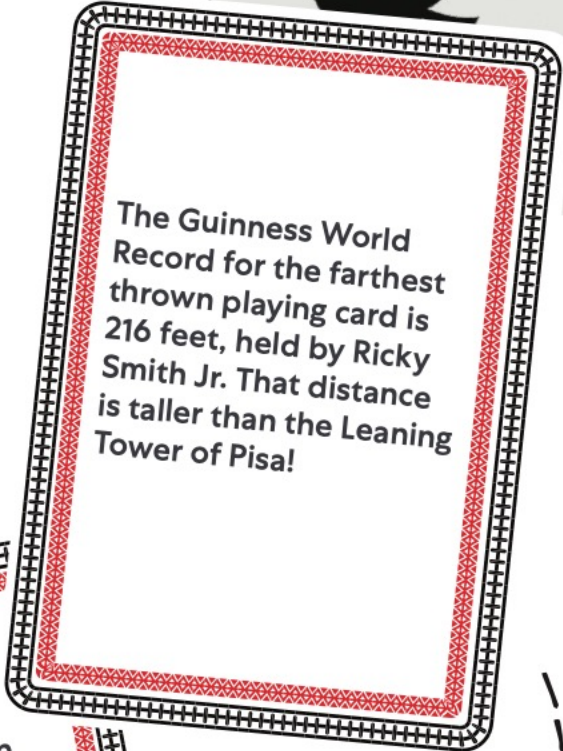
You’ve heard of card tricks, but have you heard of card throwing? While the flashy skillset known as “scaling” is linked to the origins of onstage magic, the art form has a much more niche audience. First seen in the late 1800s, magician Howard Thurston was one of the first known performers to incorporate scaling into his act. It’s rumored that participants would call out a random seat number in the theater, and he would be able to fly the card to that exact seat. Since Thurston, magician and actor Ricky Jay is known as the pioneer of modern card throwing. His illustrious career as a sleight-of-hand artist featured scaling so heavily that he almost even threw cards at Pierce Brosnan in the Bond film *Tomorrow Never Dies*. Since Thurston, magician and actor Ricky Jay, author of *Cards as Weapons*, is known as the pioneer of modern card throwing. His illustrious career as a sleight-of-hand artist included slicing watermelons and hitting targets from 190 feet away.




FACTS AT FACE VALUE



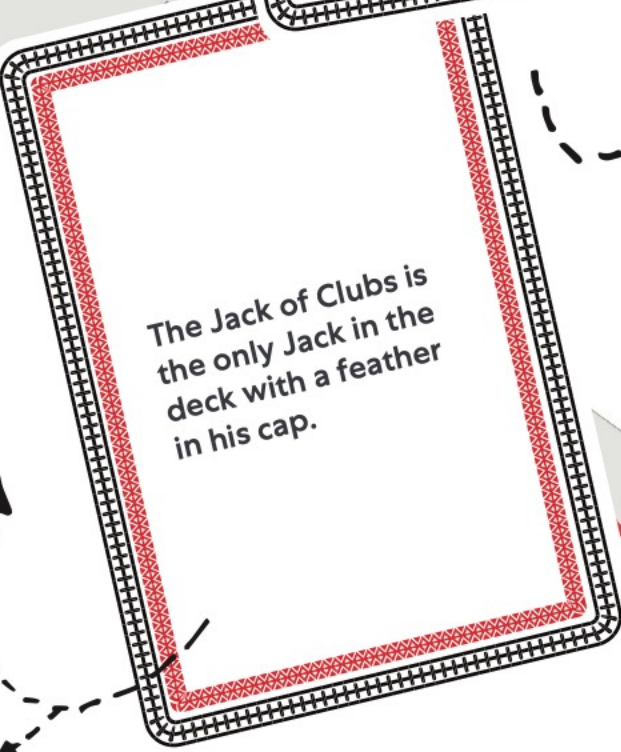
You may notice that the Ace of Spades always has a more flamboyant design than the other cards in the deck. That's because the card was used as a receipt for a playing card tax in 18th-century England and was brandished with a special stamp when paid.




The Guinness World Record for the farthest thrown playing card is 216 feet, held by Ricky Smith Jr. That distance is taller than the Leaning Tower of Pisa!



Some of the earliest known decks of cards are from China around the 9th century CE. These ancient decks only contained 32 cards and were made of paper, wood or bone.



The Jack of Clubs is the only Jack in the deck with a feather in his cap.



Card decks in Las Vegas have to be discarded or switched out after 12 hours of usage! That's to make sure there's no distinguishing marks or features on the cards that may help players cheat.

UNIT PLAN BRAINSTORM



Work Hard, Play Card (English Language Arts, History, Social Studies)

There's magic in a deck of cards, and it doesn't have to be a sleight of hand! Dive into the world of playing cards with your students with a discussion to see who is already familiar with cards, card games they know and any fun tricks! Then, spark curiosity by embarking on a full-group research project all about the history of playing cards. Some questions to get you started are: *Where did the concept of modern-day playing cards originate? Are there different types of cards in different cultures?* and *Why does a deck contain 52 cards?* Once your students have some context for playing cards, ask each of them to learn a card game they've never played before! Some great places to start may be asking an adult in their life to pass down a nostalgic game, looking up a card game that's important to their culture or researching a game from another country. Once everyone has done this, have students break into groups and share their games with one another, rotating every ten minutes. You've created a card game festival in your very own classroom!

To support this unit, use the [Dealer's Choice Creativity Page](#) in the Discover and Create section.

Making Ninja Moves (English Language Arts, History, Physical Education)

While some may only know ninjas as fictional characters from cartoons, comics or action movies, their origins come from very real lore. Begin uncovering this rich history by prompting your students: *What do you know about ninjas?* or *How do you think ninjas came to be?* As a class or in small groups, begin researching who ninjas were and what they did. Make sure to also investigate how they trained and became such stealthy warriors. After this discovery, compare your class's first assessment of ninjas to the research you've conducted with questions like: *What surprised you about the history of ninjas?* and *How do ninjas differ from how they're portrayed in the media?* Now, it's time for your class to become ninjas! Well, not literally. Explain that, just like ninjas can train to be warriors with the qualities of discipline, accuracy, control and hard work, they too can achieve their goals with the same principles. Have your students write down their personal goals, and then have them pick one aforementioned ninja quality to help them get there. Afterwards, have them embody their ninja quality through a pose or physical movement. This could be a graceful balancing pose to demonstrate control or a quick movement to show accuracy. Have everyone share their ninja moves one by one in a giant circle and create a ninja ballet by grouping students' movements together. With their goals at the forefront of their minds, you'll have some warriors ready to conquer their own story!

To support this unit, use the [Martial ART Creativity Page](#) in the Respond and Connect section.

Third Time's The Charm (Theater, English Language Arts)

As the saying goes, comedy occurs in threes. To begin an exploration of comedy, prep your students with a discussion about what the genre of comedy entails and what makes a joke or bit funny. Some questions to get you started are: *Can you name any famous comedians or comedic performers? What types of comedy are there?* or *What's the difference between a story and a joke?* Explain that there is a famous technique in comedy writing called the rule of threes. This is when a pattern of two elements sets up a pattern for the third element to be a knee-slapping punchline that breaks said pattern! Have your students brainstorm a personal story they feel comfortable sharing—it could even be made up if they can't think of one! Then, have them write it down in narrative form. Next, split them into pairs and have them work with a partner to find a section of their story that could be split into three beats, or moments. Using the rule of threes, establish a pattern with the first two beats and turn the third into a punchline. Afterwards, have them practice reciting it to one another. Now, not only are they storytellers—they're stand-up comedians as well!

To support this unit, use the [Plot Twist! Activity](#) in the Respond and Connect section.



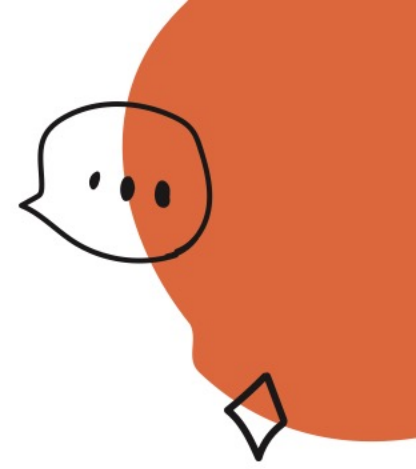
Discover and Create



In this section are ready-to-facilitate activities and kid-centered creativity pages which provide opportunities to delve a bit deeper into the themes and artistry of the show!



WHAT MATTERS TO ME



Use the activity below to introduce your students to the concept of personal storytelling.

Materials Needed: none

1. Gather students in a circle or a comfortable space. To model, you should begin by sharing your own short personal story of an object important to you.
2. Ask students to think of an object they want to share a story about. Make sure students know that they'll be asked to share this story with a partner or with the full class.
3. Give students a few minutes to think about what they want to share and how they want to tell the story of that object. Encourage them to pick something that holds meaning or inspires them.
4. Put students in pairs and have them take turns sharing their stories with each other in more detail. Once they've shared, ask partners to share one thing they really liked about the story and one thing they think their partner could add to make the story more compelling (e.g. add more details, think of a clear beginning, middle or end, etc.)
5. Ask each pair to share their stories again, this time implementing the feedback they received from their partner.
6. Finally, ask for volunteers to share their stories with the whole class. This is a chance for them to practice their refined storytelling and to celebrate their uniqueness.

Reflection Questions:

What did you learn about yourself through this activity?

How did it feel to share your story or skill with your partner?

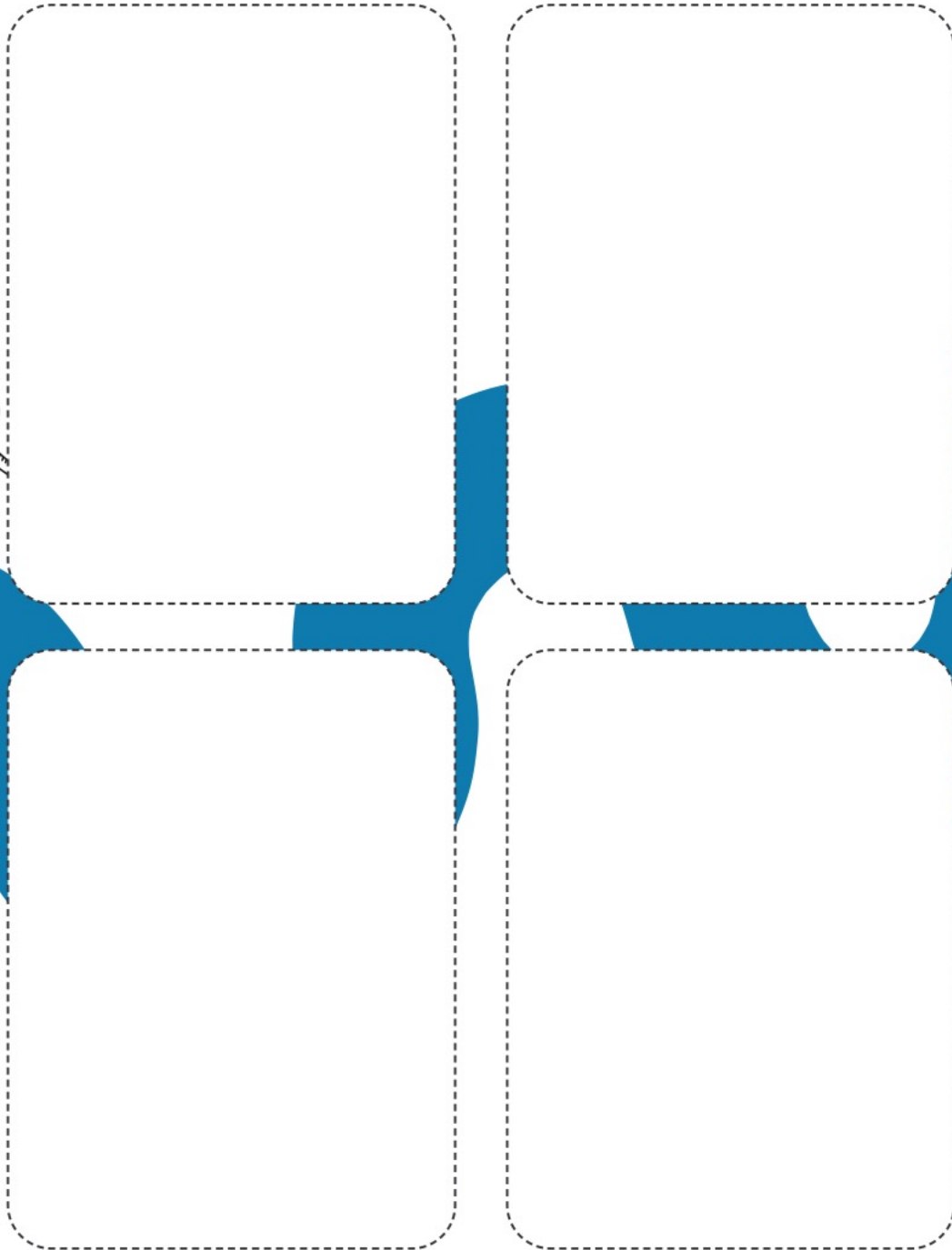
What feedback did you receive, and how did it help you improve your story or skill?





Dealer's Choice

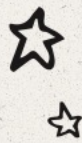
Have you ever seen or played with a deck of cards? Well, it's time to create your own mini-deck! Forget Jacks, Kings, Queens and Jokers. Pick a new theme for your deck! Give your cards unique values and special powers by creating a deck that is special to you. Use your newly-designed cards to create a brand-new card game to play with a friend or family member.



Arts Break @ Home



To bring the arts home, share this section with families. Arts Break supports family engagement with exciting activities for the whole family!



Be a part of your kid's viewing experience!



Ask

Ask your kid **BEFORE** they see the show:

- ▶ *How do you think the performer might use playing cards to tell a story?*

Ask your kid **AFTER** they see the show:

- ▶ *How were playing cards used in the show?*



Watch >>>>

Now, watch the trailer for *Card Ninja*. Then, utilize the next page to engage even more!

Engage



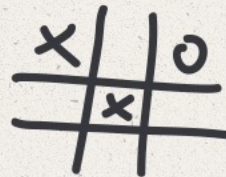
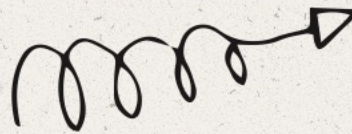
Visit **NEW VICTORY Arts Break** to bring exciting art-making experiences into your home!



About the New Victory



Provide this section, which has information about how to get to the theater and New Victory's style of theater etiquette, to anyone attending a live performance.



Trip Guide

Provide this resource to the school trip Leader and all teachers/chaperones attending the performance.

Card Ninja will be performed
at Stage 42, 422 West 42nd Street, New York, NY,
between 9th and Dyer Avenues.

Before you leave school

Bags will be collected by NEW VICTORY staff and stored during the performance when you arrive. We advise you to **leave all bags and lunches at school** if possible.

Plan to arrive at the venue at least 45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater **DIRECTLY** at **646.223.3020**. If you are arriving by bus, ensure your driver drops your group off on the **north side of 41st Street between 9th and Dyer Avenues**.

Arrival

When you reach the venue, a member of the NEW VICTORY Front of House (FOH) staff wearing a green vest will check in with the School Trip Leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students. It is important to wait until our staff checks with the School Trip Leader and Bus Driver before unloading the students. They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags. If you are unable to be dropped off near the theater, please record the bus number for our FOH staff. Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers. The FOH staff will give a time for the bus to return to pick up your school group. If you are arriving by subway or other public transportation, please form a line outside the theater when you arrive, and wait to check in with a FOH staff member before entering the theater.

The question of lunch

The New Victory Theater is not equipped to host lunch/snacks.

Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. NEW VICTORY Education staff carefully assign seats in advance of each performance, factoring in grade, group size and special circumstances. We are not able to honor specific seating requests with the exception of requests required for accessibility. For safety and group traffic flow, we ask that your group remain seated after the show. As soon as we are able to escort you to your bus or the subway, a NEW VICTORY Usher will come to you. If you have any questions, please contact the Education Department at Education_Tickets@NewVictory.org.

Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket reservation, and is subject to availability.

Assistive listening devices: Assistive listening devices are available for patrons who have hearing impairments. We suggest you request this service in advance.

Sign Interpretation and Audio Description: A sign interpreted and/or audio described performance is available for each education production at New Victory. We suggest you reserve tickets to these performances to have this service and request it during your order. Please contact Education_Tickets@NewVictory.org if you are not able to reserve tickets and need this service.

Sensory-Friendly: NEW VICTORY Education offers sensory-friendly performances for certain shows. There are additional staff members onsite to support audience members. The sound will be adjusted to lower levels and the house lights will be left at half. Fidgets are available as needed at every New Victory performance; please ask a staff member if you need one during your next visit.



Trip Guide

If you are traveling by bus, please also share this important information with the bus driver.

Directions

STAGE 42

422 West 42nd Street

BY SCHOOL BUS

Please note that school bus drop off at Stage 42 is one block south of the main entrance.

If you are arriving by bus, ensure your driver drops your group off on the **north side of 41st Street between 9th and Dyer Avenues.**

For buses traveling Northbound: Left on 42nd street, left on 9th ave, right onto 41st street for dropoff by Theater Row Studios, 407 and 411 West 41st street.

For buses traveling Southbound: Travel down 9th ave and make a right onto 41st street and for dropoff by Theater Row Studios, 407 and 411 West 41st street

BY MTA, SUBWAY OR BUS

Stage 42 is approximately a 10-15 minute walk from the nearest subway stations. Please plan your departure time accordingly. Groups arriving by foot can enter the main Stage 42 entrance at 422 West 42nd Street.

A/C/E to Port Authority

Exit the station at 42nd Street/8th Avenue. When you exit, walk west on 42nd Street passing 8th and 9th Avenues. You should plan for a 10-minute walk from the A/C/E train to the entrance of Stage 42.

1/2/3 N/R/Q/W/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right, walk west on 42nd Street passing 8th and 9th Avenues. You should plan for a 15-minute walk from these subway lines.

DURING THE SHOW

42nd Street is extremely congested and has a high volume of traffic. **According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission.** Once your bus is empty, it is important that the bus driver find parking at a nearby location— see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

PICKUP

Please ensure your driver picks your group up on the **north side of 41st Street between 9th and Dyer Avenues.** Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 15 minutes prior to the return time given by the Front of House staff. Front of House staff will help safely load your student group after the show has ended.



Etiquette



NO-HUSH ZONE: OOHS, AAHS AND APPLAUSE

Thank you for being our partner and making the performing arts a priority for your students! New Victory prides itself on presenting performing arts that make kids (and adults) exclaim, dance, scream, laugh and giggle! We love when kids vocally and physically respond to what they're seeing on stage. In fact, many of the visiting artists tell us that their favorite part of performing at the New Victory is the real-time, honest reactions from the kids in the audience. Therefore, we ask you and your fellow teachers to help us by making the New Victory a "no-hush zone." Of course, we ask for your help in managing respectful behavior to avoid distractions that are not directly related to the action on stage. Additionally, please ensure that you, your colleagues and students follow the directions of the NEW VICTORY Ushers and other theater guidelines such as no electronic devices or eating and drinking in the theater.



LOVE

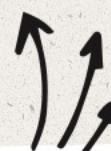
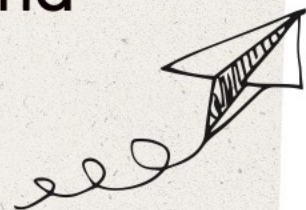




Respond and Connect



The activities and creativity pages invite young people to reflect on the experience of seeing a live show (if applicable), and provide opportunities to make connections to themselves, each other and the world around them.



Reflection

Engage in a conversation with your students to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of a person. On the outside of the outline, have students write or draw their favorite moments from the show. On the inside of the outline, have students write or draw their own feelings about the show and what emotions they felt during the show. Then, use some of the questions below to lead students in a discussion:



What was the show about?

What were your favorite parts of the show?

What different production elements (props, costumes, music, lighting, etc.) did you notice in the show?

How did the show make you feel?



Teacher Tip

Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (*I noticed...*)

Analyze (*I wonder...*)

Interpret (*I think/feel...*)

Evaluate (*I believe...*)



The Critical Thinker



Answer the questions below to help you think critically about the show.



The part of the show that grabbed my attention the most was...

The show made me think about...

While watching the show,
I had the strongest reaction to...

Before seeing this show,
I didn't know that...

A question I have about the show is...



If I were the director, one thing
I would change about the show is...

One thing I saw on stage during this
show that I've never seen before was...

After seeing the show,
my friends and I talked about...

Overall, the show made me feel...



Plot Twist!

Use this activity to help students channel their inner comedian as they transform a story into a side-splitting comedy sketch!

Materials Needed: Chart paper, markers, one piece of paper and writing utensil for each person

1. To begin, tell students that they're going to be adapting a story. But, PLOT TWIST, they're going to do so in the form of a comedy sketch!
2. First, in full group, read a short story—any story—aloud to your students. Then, work with them to pick out the story's most important plot points and scribe them on chart paper.
3. Still in full group, brainstorm zany substitutes for the characters and settings (e.g. comic book or video game characters could take the place of the protagonist, television sitcom characters could take the place of the antagonist and the setting might switch from a house to a pineapple under the sea). Scribe everyone's responses on a piece of chart paper.
4. Next, in small groups, invite students to reimagine the story using the suggestions you scribed. Ask them to change at least one character and one plot point of the story, with the goal of making it funny! They can also change the setting if they'd like.
5. Now it's time to build in a bit of flair! Work with each group to add a suspenseful twist or a funny surprise in the middle of their stories. Let them know that this is how they will get their audience to lean in, waiting to hear what happens next.
6. Now it's time to build in a bit of flair! Work with each group to add a suspenseful twist or a funny surprise in the middle of their stories and then to craft a punchline that wraps up their story. Remind them that this is the moment everyone's been waiting for, so they should make it count! Then give them time to rehearse their comedy sketches.
7. To culminate, ask groups to perform their adaptations for the class, creating your very own "Comedy Sketch Showcase!"



Reflection Questions:

What was your favorite part of turning your story into a comedy sketch?

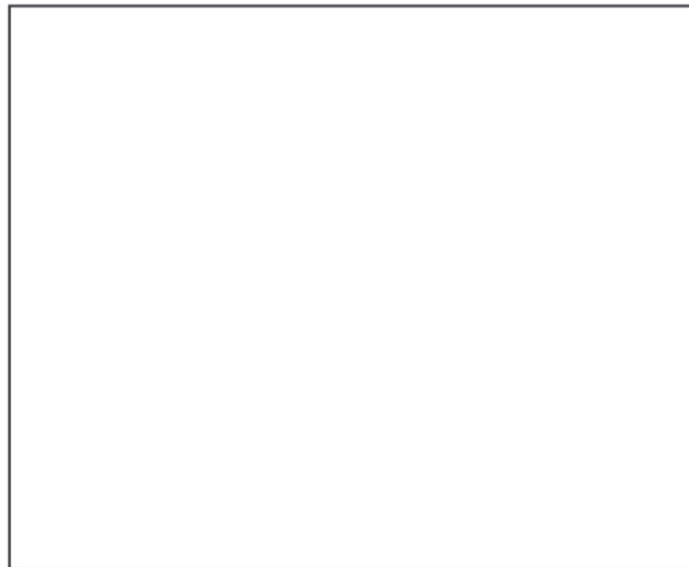
How did you feel when you heard your classmates' adaptations?

What new ways of storytelling did you learn from this activity?



Martial ART

On this page you'll find a few examples of tai chi* poses. Drawing inspiration from these poses, think about what it means to be balanced and focused, either physically or mentally. Then, get creative and use the three boxes below to design three unique poses that embody what balance and focus mean to you. Once you've finished drawing your poses, practice them and then share them with a friend or family member!



*Tai chi, known for its slow, intentional movements, is a Chinese martial art practiced for self-defense and health. In the context of this activity, the focus is health and mindfulness.



Sources

COMPANY

Javier Jarquin

CONTENT & THEMES

Guinness World Records: Farthest Thrown Playing Card

Britannica: Martial Art

New York Times: Ricky Jay Obituary

World History Encyclopedia: Ninja

Academic Accelerator: Card Throwing

Britannica: Stand-Up Comedy

PRODUCTION PHOTOS

Christopher Parkes



Our Guiding Pillars



The Guiding Pillars on this page are the foundation of the ways in which NEW VICTORY Education strives to cultivate collaboration and creativity for everyone. As we continue to grow and evolve, so do our pillars, and we continue to rethink their meaning and overall impact. We hope these values offer inspiration as you engage in creative art-making through the unit plan brainstorms, activities and creativity pages in this NEW VICTORY® SCHOOL TOOL® Resource Guide!

Arts for All

Invite everyone to create art in ways that are accessible to and inclusive of everyone.

Art Form

Honor and explore the technique of the art forms represented in the works we present.

Community

Encourage ensemble and collaboration within the communities with which we engage.

Create

Activate art-making and creativity to explore the art form in each production and beyond.

Discovery

Employ methods and ask questions that encourage opportunities for curiosity, risk-taking, inquiry, meaning-making, deepening understanding, and learning about oneself, one's peers and the world around us.

Play

Spark imagination, encourage joy in learning and evoke laughter.

A Land Acknowledgement

The New Victory Theater is on the island known as Mannahatta, now called Manhattan, in Lenapehoking, the homeland of the Lenape people. These lands are intertribal trade lands under the stewardship of many Nations, and New Victory acknowledges the systematic erasure of their true history.

The land of the five boroughs that make up New York City was and still is inhabited by the Lenape, Merrick, Canarsie, Rockaway and Matinecock Nations. We celebrate and pay deep respect to the Peoples of these Nations, their cultures, their communities, their elders past and present, those with us today, and all their future generations.

We recognize that seized lands are historically inhabited by people who are racialized, marginalized and displaced by those in power, and we offer this land acknowledgement as a step in reexamining our relationship to that history. We offer our gratitude to the Indigenous peoples of many the Nations who continue to act as stewards of the land, and we encourage you to learn more about these vibrant communities.



Photo: Mark LaRosa