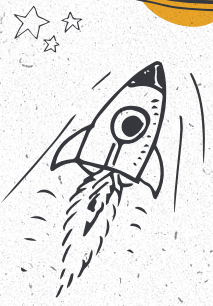




NEW VICTORY®

SCHOOL TOOL®

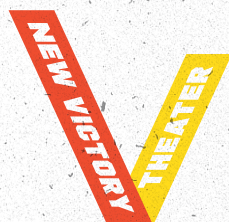
RESOURCE GUIDE



inspired by...



GRAND
SOFT DAY



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.



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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...

GRAND SOFT DAY

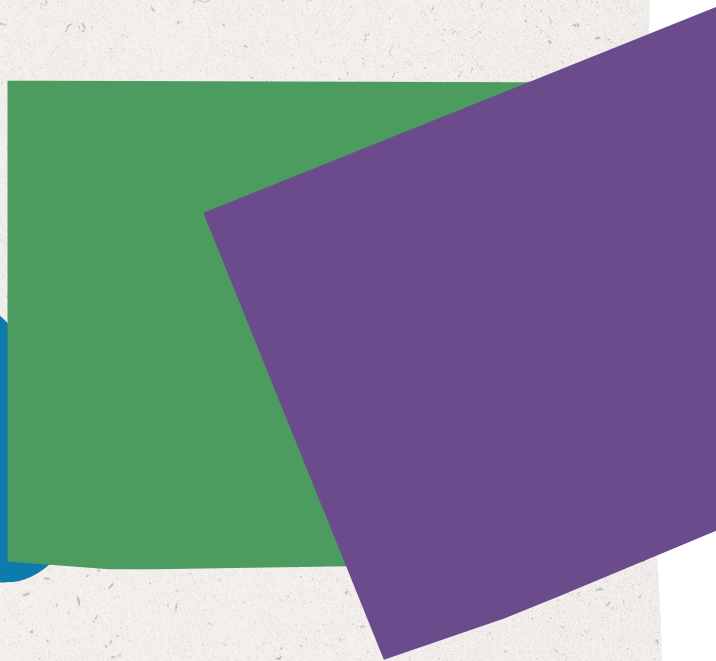
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Learn and Engage



This section is an introduction to the artists, company, art forms and themes of this production. It also contains unit plan brainstorm, 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?

Created by Branar and New International Encounter (NIE) and commissioned by the Ark, *Grand Soft Day* is a predominantly non-verbal piece that combines physical storytelling, live music and colorful wellies, performed by Greg Hall, Helen Gregg, Jonathan Gunning and Linda Scaramella. This playful international production is about always being prepared, even when you do not know what the day will bring. *Grand Soft Day* is a curious and charming new show for children in grades Pre-K–1 that celebrates the wonder of the world around us, like splashing in puddles, wind whipping your hair, crunching frost under your feet and rain dripping on your nose.

Theater for the Very Young (TVY)

This genre, which specifically considers the youngest theater-goers (approximately ages 6 and under) and their caregivers, often abandons a traditional, linear story and plot for more whimsical, creative presentations of art that engage the senses. In *Grand Soft Day*, children will watch weather come to life onstage in a magical intersection of music, physical theater and song, immersing themselves in a sensory experience instead of relying on dialogue.

Sound Design

Sound design is the craft of creating a comprehensive sonic palette for a piece of art, such as theater, film, television or music. Oftentimes, sound designers create underscoring with music to establish a mood or use ambiance to establish a show's time and place. In addition, they will craft and program individual cues for each audio effect that happens onstage. Their job is to mix and layer each sound, so the audio can flow seamlessly from one moment to the next.

What do your students already know?

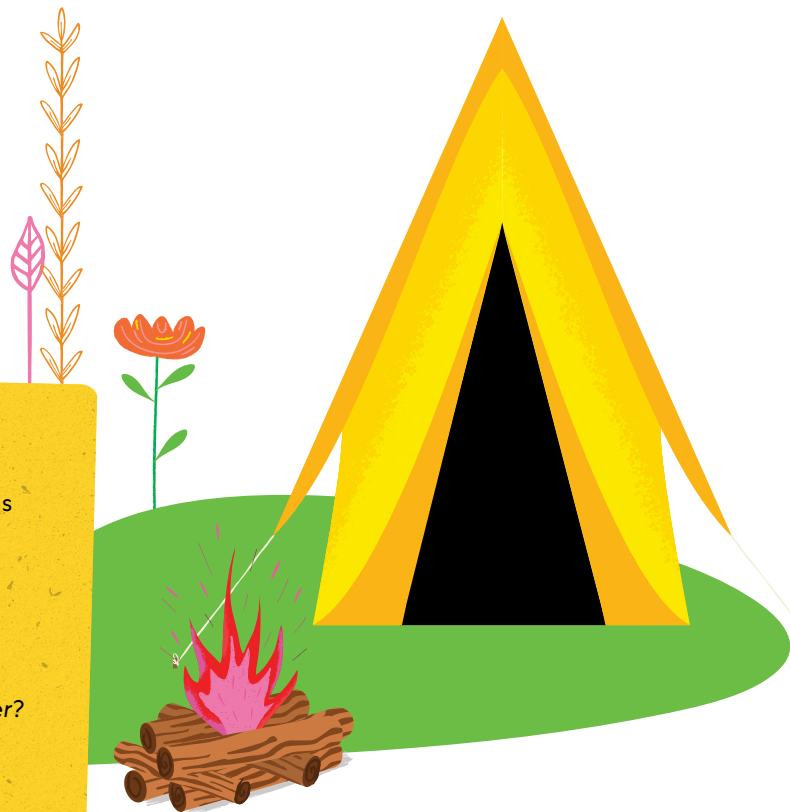
Ask your students questions to find out how much they already know about the art forms and themes of the show. Some questions to start with are:

What's your favorite type of weather? Why?

How do you get ready to go outside?

What are some ways you can have fun in every type of weather?

Have you ever been to the theater before?



Music

Grand Soft Day is a play with music—not a musical—and it combines acting, live music and natural ambience to create a sensory experience. Music adds atmosphere and helps to convey a deeper level of emotion, allowing the characters to express themselves in exciting ways, beyond dialogue or monologue. In *Grand Soft Day*, a live musician plays the guitar, percussion and cello, to name a few.

CONTEXT TO CONSIDER

Grand Soft Day is a collaboration between two theater companies: Branar and New International Encounter (NIE).

Ireland's Branar theater company often says, "If there is no wonder around you, there cannot be wonder inside you." Since 2001, Branar has been making wonder-full experiences for children so that they and their imaginations may thrive. Branar views every child as an equal citizen of the world who should be nurtured through exposure to the arts.

Formed in 2001, New International Encounter (NIE) rehearsed its first three shows in the Czech Republic. This trilogy of plays was seen all over the world, from New York to Mexico City to Seoul. NIE is now based in Norway and England, and creates new shows in co-production with venues and theater companies from across Europe, including site-specific work and theater for younger audiences.

Weathering Your Curiosity

As far back as 650 BCE, the Babylonians, in what is now known as Iraq and Syria, tried to divine the weather based on cloud patterns and astrology.

In Greek mythology, Zeus is the god of rain and thunder and Helios is the god of the sun. The anemoi are the Greek gods of the wind: Boreas (North), Zephyrus (West), Notus (South) and Eurus (East).

The sun is a long way away from the earth. It is a star that is so hot we feel its warmth 93 million miles away.

Clouds are made from water. There are lots of tiny drops of water in the air around us. When they come together, they form clouds.

Rainbows occur when light from the sun shines through raindrops and is split into its different colors.

MORE CONTEXT TO CONSIDER

History of Tracking Weather

While advancements in meteorology did not occur until the 1800s with the invention of the telegraph, weather forecasting has been tracked for thousands of years by different countries and people. Ancient Greek philosophers, such as Aristotle, often referred to as the father of meteorology, wrote much about weather. Indigenous farmers monitored and predicted weather and seasonal climate events through locally observed variables—such as the behavior of plants and animals, meteorological fields and astronomy—to make farming-related decisions.



Rain Around the World

Rain means different things to people in different places. In some stories, like Noah's Ark from the Bible, rain was seen as something powerful from God. In places where it doesn't rain much, like parts of Africa and the Middle East, people are really happy when it rains because it helps their crops and economy. In Botswana, a country in Africa, rain is so important that their word for it is also the name of their money. In the American Southwest, a group called the Anasazi thought rain was sacred because it helped them get water from the mountains for the whole year. Even in China, where sometimes there isn't enough rain, people say rain is as precious as oil. So, for different cultures, rain can be seen as a gift or something really important.



Climate Change

The Earth's temperature is getting warmer faster than it has in a very long time. This is because people are putting more carbon dioxide into the air. In the past 40 years, it has warmed quite a bit, and the last seven years were the warmest on record. When it gets warmer, glaciers melt, and the sea levels rise. Another indicator of global warming is that weather has become more extreme, like heavy rainstorms which create flooding. But we humans can do things to help, like when countries worked together in 1987 to stop things that were harming the ozone layer. If we work together urgently, we can make a difference in the fight against climate change.



UNIT PLAN BRAINSTORM



Project Rainway (Theater, Visual Art, Science)

A fur coat or a bathing suit? Sunglasses or mittens? One part of getting ready is making sure to dress appropriately for the weather outside, but that doesn't mean you can't do it in fabulous style! Begin a brainstorm for a weather fashion show by sourcing different kinds of weather from your class. As students respond, ask them what attire they would wear for each and even mime putting on each garment. Next, create a giant materials bin with costumes, blankets, butcher paper, fabrics, found objects and, of course, glitter! Have your students pick a specific climate, and then have them create an outfit for their weather using the costume bin. This could be a visor made out of construction paper, a sundress made out of a blanket, or a poncho made from butcher paper. Students can also sketch out their costume on a blank sheet of paper to help them plan. Once your students have made their outfits, it's time to walk the runway! While each student showcases their number, have the rest of the class make the sounds of that weather as a musical backdrop. When you're done, invite another class to sit down and watch your weather fashion extravaganza!

To support this unit, use *Cloudy with a Chance of Fashion! Creativity Page in the Discover and Create Section.*

Singing in the Rain (Music, Theater)

Rain pattering on the window, thunder rumbling in the sky, trees blowing in the breeze...these sounds are all music! Create your own song about weather by asking your students how different types of weather makes them feel. Record their responses on the whiteboard or a large sheet of paper. You can also pose questions like: *What activities can you do in this weather?* or *What time of year does this weather occur?* After you have a weather word bank, piece together what your class brainstormed to build two to four simple lines of lyrics. It can be as simple as: *The sun makes me feel joy / When it's warm outside, I play with my toys.* Now, set your lyrics to the melody of a simple song you all know, like "Twinkle Twinkle Little Star," or create a melody of your own! After you've chosen your melody, have your students create accompaniment that matches the weather you're singing about. This accompaniment can be made with found objects in the room, like using blocks to create thunder or body percussion, like snapping, to create rain. You can even choreograph a corresponding dance or physical movement to go with the weather song you've just created. Now, whenever this weather occurs throughout the school year, your class can sing this song, adding on to it every time!

To support this unit, use the *Let's Have a Party Weather We Want to or Not! Activity* in the Respond and Connect section.

Rainy Day Blues (Science, Visual Art)

Is it windy today? Rainy? Cloudy, sunny or somewhere in between? Have students create their very own weather trackers, by recording the weather and their mood for a whole month! First, each student needs a print out of a blank calendar for that month. For each day, students will color that date with a color that corresponds to the day's weather pattern. They should choose their own colors that correspond to the different types of weather: sunny, cloudy, rainy, snowy, etc. Next, students will draw something that indicates their emotion for the day. Decorations can be added like stickers, drawings, glitter, pompoms—whatever helps students express their emotions about the day's weather. Once finished, students should share their drawing for the day with other students and talk about how the weather makes them feel. By the end of month, you will have a completed collage that represents the month's weather and the emotions evoked by the weather. Repeat for each month if you want for an entire year's (or more) worth of weather tracking.

To support this unit, use the *An Emotional Weather Barometer Activity* in the Discover and Create 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!

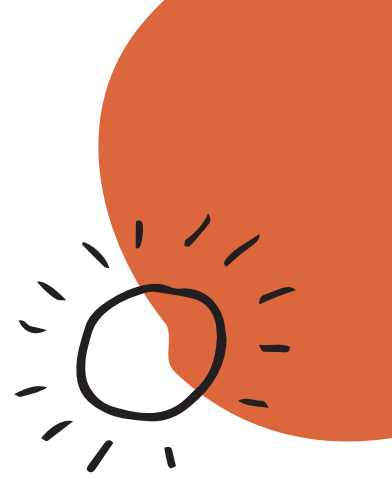


AN EMOTIONAL WEATHER BAROMETER

Use this activity to connect weather patterns to human emotions.

Materials Needed: Chart paper, markers

1. Gather students in a circle or cozy area of the room and begin by talking about different types of weather, like sunny days, windy mornings and snowy weekends.
2. Ask students how they feel when those weather events are happening. Perhaps they feel happy, sad, worried or another kind of emotion.
3. As students share their thoughts, jot down their responses on chart paper.
4. After everyone has had the chance to share, review the list you've created and invite students to embody each emotion, taking time to talk through each one to better understand the nuance of each emotion.
5. Next, turn the group's focus to rainy weather and ask them questions like: *What emotion(s) do you feel when it's raining? What are some activities you can only do when it's raining? What memories come to mind when you think of rain?* Hold space for students to share their rainy-day emotions and activities.
6. Have a group discussion about how different weather makes us feel and why. Help them understand that it's okay to have different emotions in different situations. For instance, maybe a student feels sad when it's sunny or happy when it's raining. Celebrate that!



Reflection Questions:



How do you think your emotions change when you experience different types of weather?

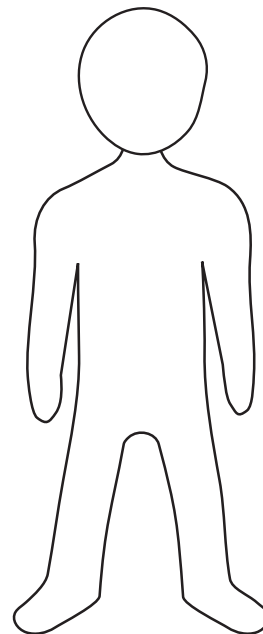
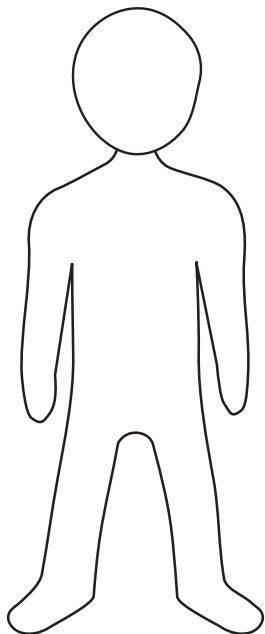
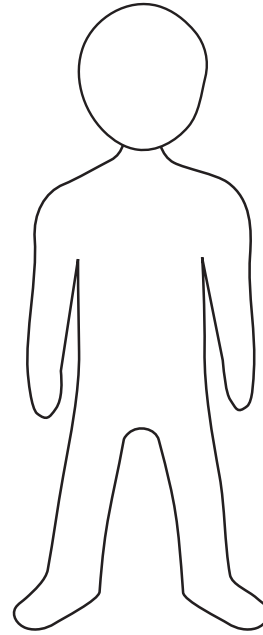
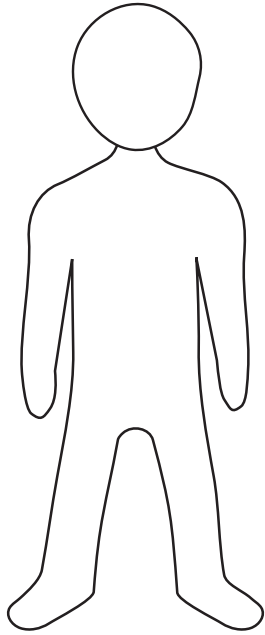
Can you share a time when you felt really happy or cozy during a specific kind of weather?

What are some ways we can support each other when someone feels a little down because of the weather?



Cloudy with a Chance of Fashion!

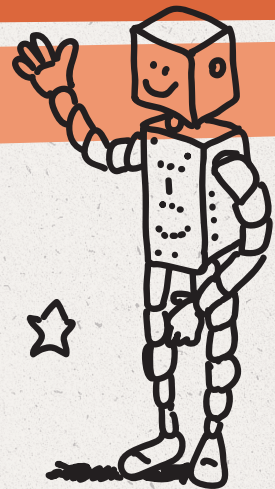
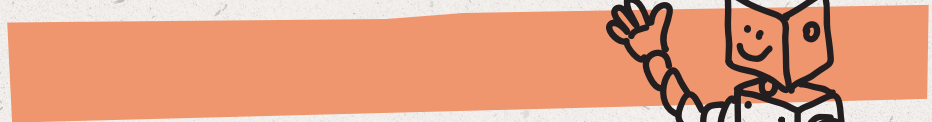
Put your designer hat on and create some elemental fashion! On this page are four quadrants. Get inspired by the weather symbol on each quadrant and design an outfit you would wear in those weather conditions. Once you've finished, share your fierce fashions with a friend!



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 performers will bring weather to life onstage?*

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

- ▶ *What emotions did you feel during the show?*



Watch

Now, watch the trailer for *Grand Soft Day*. Then, utilize the next page to engage even more!

Engage

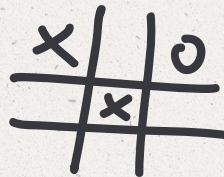
Visit **NEW VICTORY Arts Break** to bring exciting art-making experiences into your home!



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.

Grand Soft Day will be performed
at New 42 Studios,
229 West 42nd Street, New York, NY

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 42nd Street between 7th and 8th 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 **AD** **SF**

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

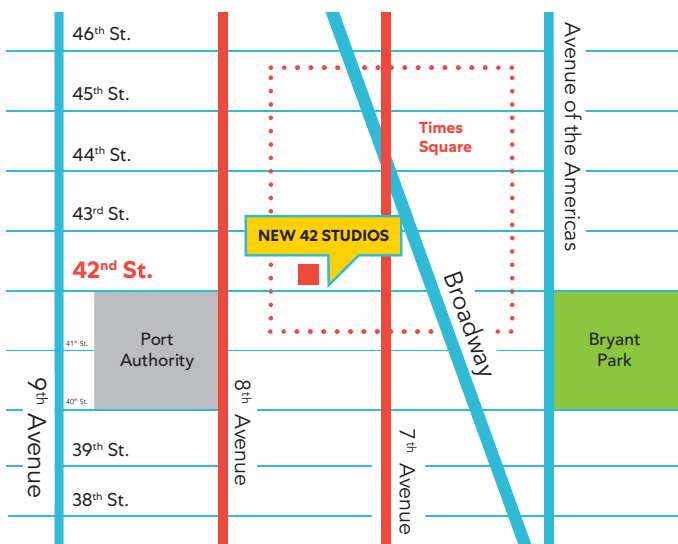
If you are traveling by bus, please also share this important information with the bus driver.

Directions

NEW 42 STUDIOS
229 West 42nd Street

BY SCHOOL BUS

It is safest to drop off and pick up your school group on the **north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front.



BY MTA, SUBWAY OR BUS

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. New 42 Studios is directly to the west of the subway station.

A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at the New 42 Studios.

B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venue is on the north side of the street at 7th Avenue, next to the subway station.

The **M10, M16, M27, M42, M104 buses** all stop within one block of the venue.

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

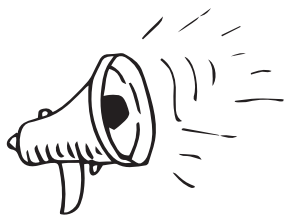
11th Avenue (both sides)
between 39th and 40th Streets

Pick up

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 also help find a spot on 42nd Street to safely load your student group after the show has ended. For safety purposes, once FOH staff have verified that your bus is in a secure location for pickup your school group will be escorted to load up.



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

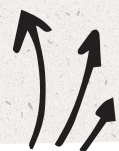




Respond and Connect



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 story about?

Who were the characters?

What were your favorite parts of the show?

How did the show make you feel?



Teacher Tip

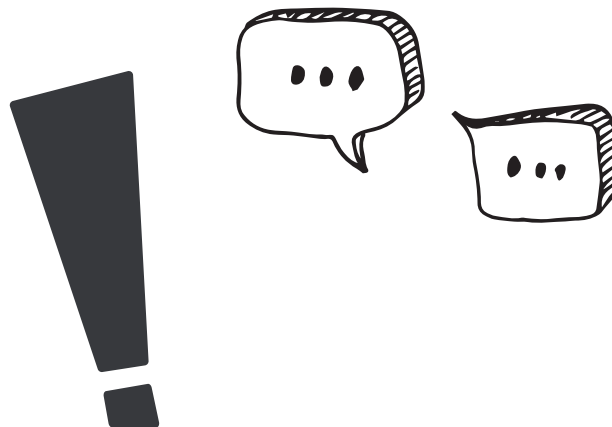
Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (*I noticed...*)

Analyze (*I wonder...*)

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

Evaluate (*I believe...*)



The Critical Thinker



Answer the questions below, using words or drawings, to help you think critically about the show.



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

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

The show made me think about...

A question I have about the show is...



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

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

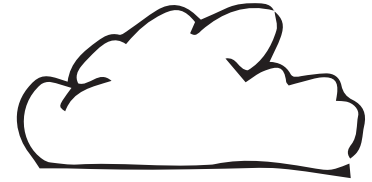
Overall, the show made me feel...



Let's Have a Party Weather We Want to or Not!

Use this activity to create a world of weather to explore!

Materials Needed: One roll of blank butcher paper, markers or crayons, cardstock or construction paper, scissors, tape or glue



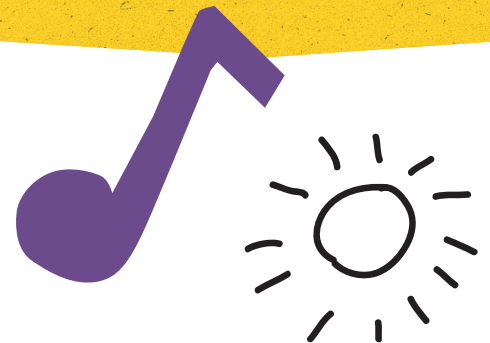
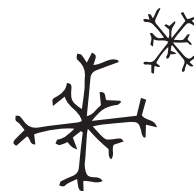
1. Roll out a long sheet of blank paper on your classroom floor and invite students to use crayons or markers to create a backdrop that includes a range of settings with different weather events. Encourage them to draw a snowstorm, a rainy day in the city or a sunny day at the playground.
2. You can also encourage students to add weather elements using cardstock, construction paper or other craft materials.
3. Tape the artwork students have generated around the classroom. Their artwork is now a backdrop and can serve as the setting for a weather dance party!
4. Now that you're ready for a party, it's time to:
 - a. create weather themed invitations for a neighboring class or your school principal
 - b. make a weather party playlist
 - c. design and make a costume for your weather party
 - d. brainstorm some weather-related dance moves you can perform or teach at your party
5. After they have hosted their dance party, ask students to come together and reflect on the process of creating their own weather world and weather-themed party!

Reflection Questions:

What was it like to bring artwork you created to life?

What new things did you discover about the weather?

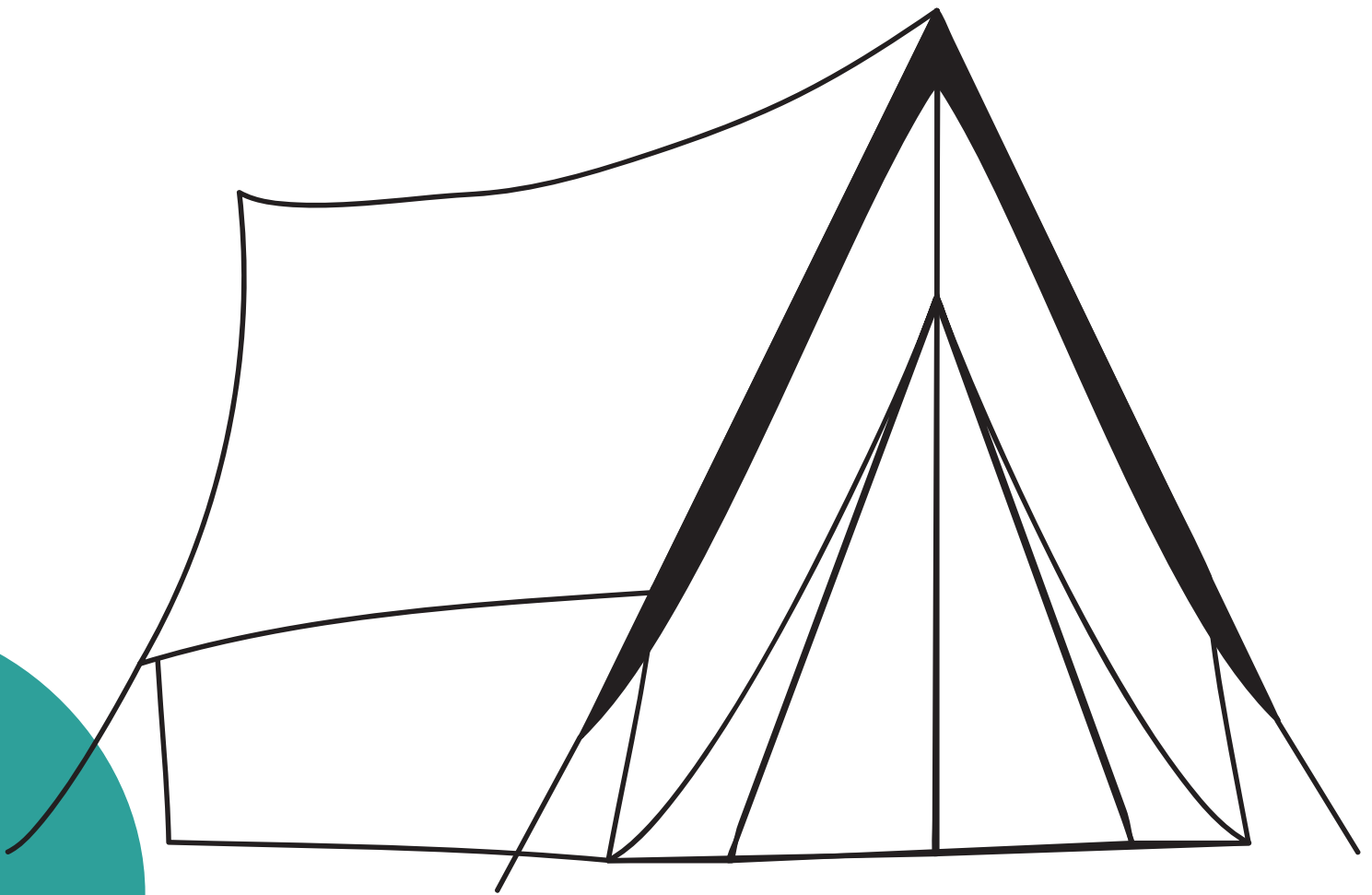
In what ways did throwing a party better help you understand the weather?





For All in-TENTS and Purposes...

It's time to get campy! Picture yourself camping in the woods, by a lake or in desert terrain. Using the outline below, design a campsite! Think about the season and weather. Then, design your campsite's setting and trick out your tent with your own style of flash and flair!



Sources

COMPANY

Branar Theatre and New International Encounter

CONTENT & THEMES

American Meteorological Society: Indigenous Knowledge
for Environmental Prediction in the Pacific Island Countries

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PRODUCTION PHOTOS

Anita Murphy



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