



NEW VICTORY[®]

SCHOOL TOOL[®]

RESOURCE GUIDE



SPEAK UP
ACT OUT

ARTIVISM
IN ACTION



NEW VICTORY EDUCATION

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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 139 Partner Schools and 20,000 NYC kids through performances, Classroom Workshops, teacher professional learning and resources in the 2023-24 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 42SM 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.



NEW VICTORY® THEATER
NEW VICTORY® SCHOOL TOOL® Resource Guides
A NEW 42® Project

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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



SPEAK UP
ACT OUT

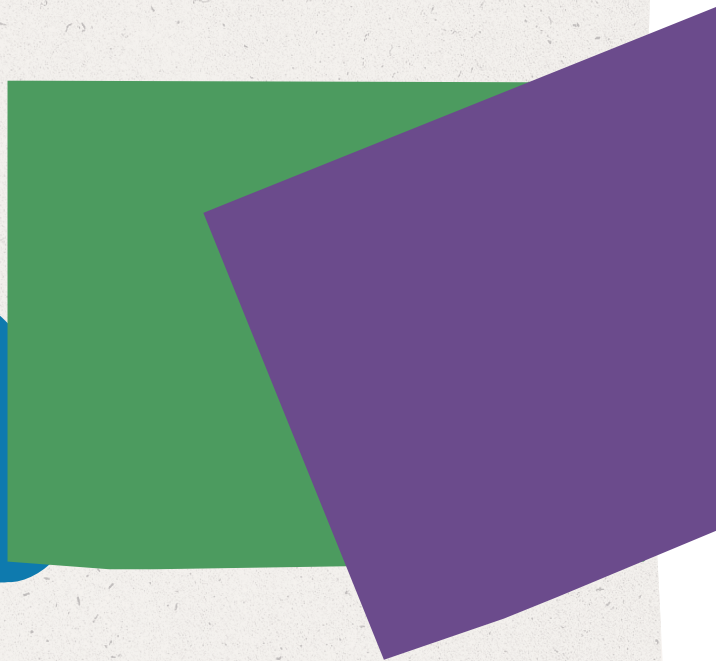
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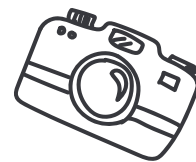
Learn and Engage



This section is an introduction to the concept of activism and examples of it in practice around the world. You'll also find unit plan brainstorms that offer opportunities to explore the intersection of art and activism.



WHAT IS ARTIVISM?



Artivism is a portmanteau, or a combination, of the words “art” and “activism,” but how do those two ideas intersect, and what does it look like when they do? Though many may not realize it, art and activism go hand in hand! Both art and activism share a common goal: to spark an emotional response and inspire an audience to see the world in a new way. When art and activism work in conjunction with one another, art’s creative expression and evocative properties illuminate activist issues and inspire change. Artivism can be revealing, provocative and informative! Most importantly, artivism usually galvanizes its audience to call for social justice and imagine different ways humans could exist.

So what does that look like in practice? The possibilities are endless! Every art form—performance art, visual art, creative writing, etc.—can help to inspire social action. A piece of artivism could be a photograph, a spoken word piece, an epic poem or a dance! Oftentimes, the medium that an artist chooses to express their cause through aligns with the message they’re trying to convey. Many famous artists throughout history used their work to help bring about social change, like Maya Angelou (writer and poet), Keith Haring (visual artist) and Yoko Ono (musician). Continue to the next page to see more examples of artivism in history.



R.F. Kuang’s novel *Yellowface* is a provocative satire that criticizes cultural appropriation. Photo: Barnes and Noble



What do your students already know?

Have a discussion with your students to find out how much they already know about artivism. Some questions to get you started are:

Has a piece of art (a painting, poem, photograph, novel, song, play, etc.) ever inspired you to see the world differently?

If you could change one thing about the world, what would it be? What might that change look like in your local community?

Have you ever observed activism in your community or in the media? What did it look like? How did it make you feel?



Dominique Morisseau’s play *Pipeline* examines American educational institutions and the school-to-prison pipeline. Photo: Seattle Times



ARTIVISM FOREVER!

Take a look at these examples of activism throughout history and in contemporary culture. Notice the variety of art forms used to further advocacy.

ACT UP Die-Ins

Inspired by the sit-ins of the civil rights movement, die-ins were large-scale demonstrations during which protesters interrupted public life and laid on the ground, as if dead. This form of protest was first used by environmentalists in 1970, but ultimately became associated with HIV/AIDS activists in the 1980s, particularly the organization AIDS Coalition to Unleash Power (ACT UP). ACT UP is a political action group that was founded in 1987 to advocate for those with AIDS and end the AIDS epidemic. ACT UP used performance and theatricality as a form of civil disobedience, staging public funerals to represent the deaths going unnoticed by the government. ACT UP's vocal protests and artistic disobedience fought to end social stigma and help find and distribute a treatment for AIDS.



ACT UP members stage a die-in on Wall Street in the 1980s to call for the boycott of Burroughs products for overpricing the AIDS medication AZT. Photo: NPR



Nina Simone singing at the Newport Jazz Festival in 1968. Photo: NPR

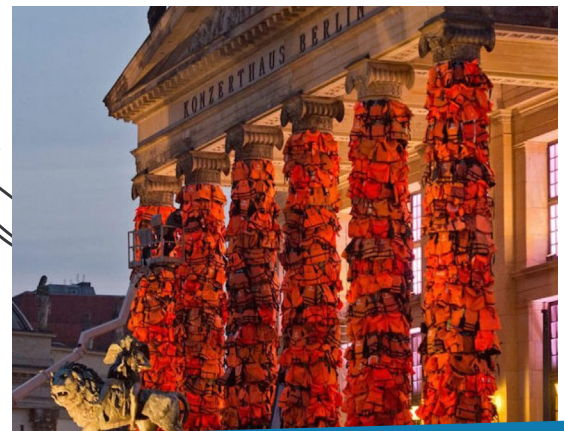
Nina Simone

Nina Simone was a singer and songwriter integral to the American Civil Rights Movement whose genres covered soul, jazz, gospel, folk, classical and pop music. Rising to prominence in the 1950s, Simone would go on to write some of the most iconic protest songs of her generation, including "Revolution," "To Be Young, Gifted and Black," and "Four Women." Her song "Mississippi Goddam," inspired by the 16th Street Baptist Church bombing, highlighted the violence against Black communities and America's failure to deliver equality.



Ai Weiwei

A multi-hyphenate artist from China, Ai Weiwei is an activist known for his avant-garde sculptural installations, documentaries and photographs. Weiwei's art has critiqued the Chinese government, starting in 2008 when he spoke out against their response to the Sichuan earthquake and continuing up until the present day with his 2020 documentary *Cockroach* focused on the protests in Hong Kong. He is perhaps most famous for *Sunflower Seeds*, an installation at the Tate Modern featuring over 100 million handmade, porcelain sunflower seeds from Chinese artisans. Weiwei also created a similar sculpture in Berlin, using 14,000 life vests to draw attention to the refugee crisis.

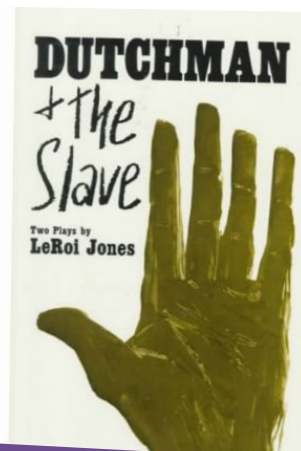


Ai Weiwei's art installation covering Berlin's Konzerthaus using the life vests of refugees traveling from Turkey to the Greek island of Lesbos. Photo: Ignant

ARTIVISM FOREVER! (CONTINUED)

Amiri Baraka

Known as the father of the Black Arts Movement, Amiri Baraka was a poet, writer and playwright who rose to prominence in New York in the 1960s. After releasing his first volume of poetry, Baraka wrote many plays that critiqued white society in America. Often polarizing and revolutionary, these works included the Obie Award-winning play *Dutchman*, which depicted a subway ride where a white woman murders a Black man. As his career continued, Baraka wrote many poems, plays and anthologies that championed Black nationalism and Marxism. Up until his death in 2014, Baraka remained a controversial figure in political and popular culture.



The cover for two of Amiri Baraka's plays: *Dutchman* and *The Slave*. Photo: Amazon



Little Amal in the streets of New York in July 2022. Photo: CNN

Little Amal

Little Amal is a 12-foot-tall puppet of a 10-year-old Syrian refugee that has traveled to 17 different countries around the world in a performance project called *The Walk*. Created in 2021 by Handspring Puppet Company, Little Amal is a beacon of hope for displaced children and families and a symbol of compassion for those affected by the refugee crisis. *The Walk* has created 475 unique events, from parades to festivals and has raised around \$100,000 for refugee families.

Guerrilla Girls

Dressed in gorilla masks, the Guerrilla Girls are a group of anonymous artists and activists who use visual art to expose misogyny and prejudice throughout pop culture. Their 1989 poster *Do Women Have To Be Naked To Get Into The Met Museum?* drew upon statistics to expose the gap in gender representation at the famous museum and garnered national attention. Often combining informative text and shocking headlines, the Guerrilla Girls use visual art to further intersectional feminism.



Guerrilla Girls protest a lack of intersectional women representation across the art world. Photo: NMWA (National Museum of Women in the Arts)

UNIT PLAN BRAINSTORM



Artivism Around the World (Social Studies, Art, History)

No matter where you are in the world, art has the potential to bring about social change. Learn all about artivism across the globe by asking your students to pick a location in the world, and ask them to research a piece of art created there that inspired change. Remember, this could be visual art, written or spoken word, music, theater or dance, and it could be part of a larger movement or series of works. Make sure students pay close attention to the ways in which others responded to the art and its reception over time. When they've finished their research, ask them to make an ekphrastic piece of art—a piece of art created in response to the art they researched. This could be something that mimics the original piece, describes it or challenges it. To culminate, create a mini show in your classroom where each student presents three things: a copy or video of the art they responded to, information about where it originates from and their own original pieces. Invite everyone to take a gallery walk throughout the space and see how art and activism have made an impact across the globe and into your classroom!

To support this unit, use the [Embodying Activism Creativity Page](#) in the Activities and Handouts section.

Theatre of the Oppressed (Theater, Social Studies)

Brazilian artist Augusto Boal's Theatre of the Oppressed is a radical approach to theater-making that introduced different ways in which the art form could interact with the world of activism. Spend some time as a class learning about who this dramatist was, his career and the context in which his revolutionary ideas were born. Then, divide your class into three different groups, each focused on a different technique of Boal's: Image Theatre, Forum Theatre and Invisible Theatre. Use *Boal's Arsenal of Games & Exercises* from theater director Susie MacDonald as a resource to supplement your work. Then, have each group get on their feet and try out the techniques and games for themselves. Let the activities spark discussion like: *How did it feel to act out this situation?* or *How could this activity spark change?* Once each group has fully explored their type of theater, have each group share in front of the class, and compare and contrast each style of theater. Reflect on the experience with questions like: *What technique did you find most impactful of the three?* and *How does Theatre of the Oppressed differ from other forms of theater you've seen?* Point your students toward resources to keep learning about Theatre of the Oppressed and think about how Boal's techniques connect everyday life!

To support this unit, use the [Empathy in Action: An Exercise in Forum Theatre Activity](#) in the Activities and Handouts section.

Changing the Narrative (Social Studies, History, English Language Arts)

Knowledge is power, and throughout history, many entities have tried to suppress and control the dispersion of factual information to keep that power. Reclaim the power of information in your classroom by launching a unit all about banned books! Start by inviting your students to choose one book that has been or is currently banned (use [Barnes and Noble's Banned Book List](#) for inspiration). Then, allot one month for your students to read the book and research its author. Over the course of the month, prompt your students to think critically about their book's themes with questions like: *Whose perspective does this book highlight? Who does it give power to and why? What makes this book unique?* and, of course, *Why do you think this book was banned?* Afterwards, host a banned book fair in your classroom where each student presents their book and the context surrounding it. During the presentations, reflect on the power of information and the ways that it can be suppressed or skewed. End the unit by creating a bulletin board in your classroom or school where your students can post relevant information about their community and commit to keeping each other informed! **Modification:** If teaching banned books is not possible in your school, consider using news articles instead. Through the articles' discussion of current events, focus on how information is shared and/or suppressed through the media.

To support this unit, use the [The Profound Power of PSAs Activity](#) in the Activities and Handouts section.



Activities and Handouts



In this section are ready-to-facilitate activities and student-centered handouts which provide opportunities to delve a bit deeper into art and activism.



The Profound Power of PSAs

Use this activity to create a public service announcement (PSA) that brings awareness to a cause or issue that is important to your students.

Materials Needed: Paper and pencils or markers, smartphones or tablets, visual art supplies, access to a video platform

1. Start by introducing PSAs as short, impactful videos that aim to inspire or inform the public about important topics like health, safety and social issues. Show a range of examples from past and present—maybe *The Truth Campaign* (anti-smoking), *Love Has No Labels* (diversity and inclusion) and an anti-bullying campaign such as *StopBullying.gov's Be More Than a Bystander*. Ask students to pay attention to the style, tone and visual elements in each PSA.
2. Put students in small groups or have a whole-class discussion to dissect the PSAs they've seen. Ask questions like: *How do PSAs grab attention and make people care about the topic? What felt powerful? and What missed the mark?* Encourage them to think about how music, visuals, acting and timing played a role in each message's success or failure. Have each group dive deeper into one PSA, researching the message, style and how it used different art forms to get the point across. They can even look at how trends in PSAs have shifted over the decades (like the move from serious, somber PSAs to more creative or humorous ones).
3. Encourage students to think about what causes or issues matter most to them (e.g., climate change, mental health, centering kindness or addressing online safety). Have them research their topic, collecting data, stats and any other useful information. Ask them to brainstorm how they'd create a PSA that brings attention to their chosen cause or issue. Ask them: *Should it be serious, funny or emotional? What music or visuals would help set the right tone?* This is their chance to think like a director and creator!
4. Guide students through the process of creating a storyboard—a visual plan for their PSA—mapping out each shot. Then, help them write a concise, powerful script. Remind them that their message should be super clear and should aim for a video length of 45 – 90 seconds. Give students time to rehearse their PSA.
5. When they're ready, have them record using a smartphone or tablet. Offer some tips on getting good lighting, sound and camera angles to make their video look top-notch. If they want to get fancy, introduce them to simple editing software to polish their work with transitions, music or effects.
6. Now comes the fun part—sharing the videos! Depending on what works best for your class, students can upload their PSAs to TikTok, YouTube or Vimeo, or you can host a class or school screening. Social media can be polarizing, so choose the platform that best fits your school community's comfort and values. Once the PSAs have been shared, have a class discussion about overall reception! *Did the final products turn out the way students imagined? If their video was posted publicly, did anyone comment or share? How did people react or respond?*

Teacher Tip:

Some students may not feel comfortable being in front of the camera. For those who prefer to stay behind the scenes, consider offering an alternative: they can create a visual PSA inspired by print ads. This allows them to focus on design and messaging using visuals, text and layout, offering a creative way to still communicate their message without being in the spotlight!

Reflection Questions:

What was the key message of your PSA, and how do you think the artistic choices you made (music, visuals, acting) helped communicate that message?

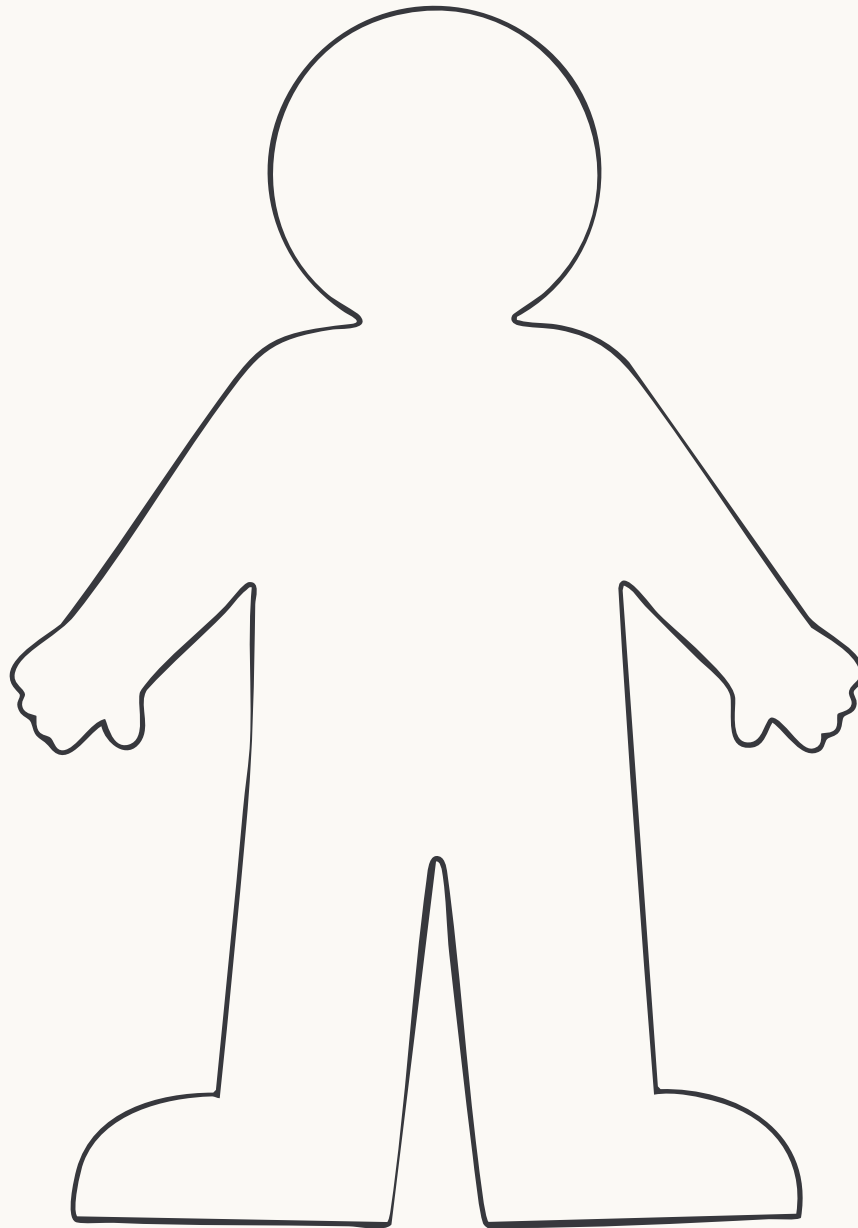
What did you learn from watching or creating PSAs that changed your perspective on how to reach an audience?

If you were to create another PSA, what would you do differently to make it more engaging or impactful?



Embodying Activism

Think about the causes and social issues that impact your life every day. From climate change to gender equality, your voice matters! On the following page, you'll find a list of modern-day young activists. Choose one who inspires you; one who, in your view, is truly making a difference in the world. What do you want to learn from them? What qualities do they have that you'd like to adopt in your own life? The outline below represents that activist! On the outside of the outline, write or draw the traits your activist embodies, like courage, empathy or leadership. On the inside, write or draw the values and passions you want to embody. This is your chance to reflect on what kind of change-maker you aspire to be!



Modern-Day Young Activists



AUTUMN PELTIER

is a Canadian water activist known for her advocacy for clean water and Indigenous rights, especially regarding water protection in her Anishinaabe community.



BRANDON WOLF

is a survivor of the Pulse nightclub shooting in Orlando, Florida, Brandon Wolf is an outspoken advocate for LGBTQ+ rights, gun control and mental health awareness. He uses his platform to raise awareness about violence against the LGBTQ+ community and promote equality and inclusivity.



DAVID HOGG

is a survivor of the Stoneman Douglas High School shooting, he along with Emma González is a prominent gun control advocate and co-founder of March for Our Lives.



GRETA THUNBERG

is a Swedish climate activist known for her work on global climate change and the Fridays for Future movement.

JAZZ JENNINGS

is a transgender rights activist and television personality, Jennings has advocated for transgender youth and raised awareness about issues facing the LGBTQ+ community.



MARI COPENY (LITTLE MISS FLINT)

is an American activist from Flint, Michigan, who advocates for clean water and children's rights in her community.



MALALA YOUSAFZAI

is a Pakistani education activist and the youngest-ever Nobel Prize laureate advocating for girls' education around the world.

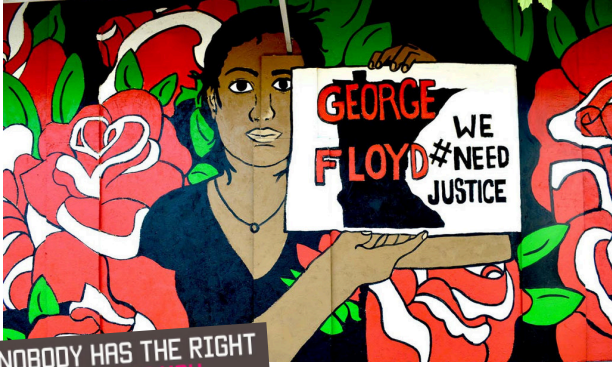
"There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest."

– Elie Wiesel



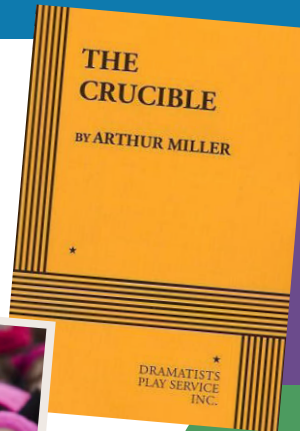
ARTIVISM IN ACTION

"They paved paradise and put up a parking lot"

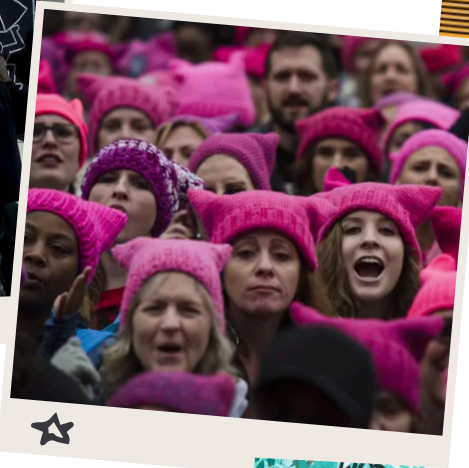


"I can hear change humming
In its loudest, proudest song.
I don't fear change coming,
And so I sing along."

– Amanda Gorman,
Change Sings



"We are what we always were
in Salem, but now the little
crazy children are jangling
the keys of the kingdom,
and common vengeance
writes the law!"



Activity

EMPATHY IN ACTION: AN EXERCISE IN FORUM THEATRE

Use the activity below to explore real-world scenarios by way of Augusto Boal's Theater of the Oppressed.

Materials Needed: None

1. Begin by telling students that you're going to explore situations in which individuals face challenges or conflicts, similar to Augusto Boal's Theater of the Oppressed. Let them know that there are no right or wrong responses—it's about understanding a range of perspectives.
2. Offer three example scenarios for students to act out, or invite students to offer scenarios they wish to explore. Here are three suggested scenarios:
 - **Public Transport Encounter:** A student is sitting on a city bus riding home. A stranger enters the bus and demands the student move so the stranger can have the seat to themselves. *What happens next? How does the student feel, and what actions do they take to respond in this moment?*
 - **Food Insecurity Convo:** During a group project, one student discloses that they haven't eaten since yesterday's school lunch. *How do the other group members react? What strategies can they use to assert their voices?*
 - **Lunchroom Decision:** A student is sitting by themselves at lunch when a group of classmates approaches. They want to join but the student wants to be left alone. The group is unsure how the lone student will respond if they approach. *How might the group handle this situation?*
3. Organize the class into small groups of 4 – 5 students and assign one scenario to each group or let them choose based on interest. Give groups 10 – 15 minutes to discuss their assigned scenario and prepare a brief role-play. Encourage them to think about the different roles, emotions involved and possible outcomes. Remind them to be respectful and empathetic in their portrayals.
4. Have each group present their role-play to the class. After each performance, facilitate a discussion by asking: *What feelings emerged during the role-play? What actions were taken, and how did they affect the situation? Were there alternative choices that could have been made?*
5. Guide a discussion focused on problem-solving. Ask students to brainstorm potential solutions or strategies for the challenges depicted in the scenarios. Encourage them to consider how different choices could lead to different outcomes.

Teacher Tip:

If you'd like to learn more about Augusto Boal and Theatre of the Oppressed, we recommend watching "[Poor Unfortunate Theater: Crash Course Theater #48](#)" on YouTube (timestamp: 8:32)

Reflection Questions:



Can you think of a time when you experienced a situation similar to the scenarios we discussed? How did it make you feel, and what did you learn from it?

Why do you think empathy and understanding are crucial in our interactions with others? How can they change the way we respond to challenges in everyday life?

What is one way you can apply what you learned from this activity in your interactions with classmates or friends in the future? Can you give a specific example?





Creating Through Connection

What is a social issue or cause that you feel passionate about? Maybe it's something that has affected you or someone you know. Use the sample questions below to dive deeper into that topic by interviewing someone who has been impacted by it or has a stake in it. Once you've conducted your interview, with your interviewee's permission, use that material to create a piece of art. In the space below, write a two-person scene, or a soliloquy or monologue inspired by your interview. You might even choose to create a piece of visual art. This is your chance to raise awareness and share important stories in a unique and impactful way—through art!



Interview Questions:

1. Can you share your personal experience with this issue? How has it impacted your life or the lives of those around you?
2. How do you think this issue could be addressed or improved in your community?
3. Have you seen any positive changes or progress regarding this issue? If so, what inspired that change?
4. What do you wish more people understood or knew about this issue?
5. What advice would you give to someone who wants to learn more about this issue or help make a difference?



Video Content and Additional Resources

The videos in this section invite young people to explore the intersection of art and activism, and provide opportunities for educators to explore more performing arts-based resources in the NEW VICTORY Arts Education Resource Library.



NEW VICTORY Arts Education Resource Library

Use the *Speak Up, Act Out* videos below to help kids explore activism, remix history and amplify their voice!



Get Your Rant On

Think about an idea so radical that, if fought for and won, could change your community, the country or even the world for the better! It's time to get fired up, raise your voice and get your rant on!



Protest Song Remix

Get inspired by "Ain't Got No / I Got Life," by Nina Simone—artist, activist and dear friend of Lorraine Hansberry—and remix the classic tune into a brand new protest song based on your lived experience.



Emancipation Remix

How do you remix history? Find out as you're invited to become an activist, historian and engaged witness to create art that aims to build a better, more just future! Get ready to co-conspire with history to rethink and reframe the Emancipation Proclamation through visual art. Ready? Set? Remix!



Amplify Your Message

What do you stand for and what do you stand against? Grab some markers and a piece of paper and create a protest sign that amplifies your message!



NEW VICTORY® THEATER

NEW VICTORY® SCHOOL TOOL® Resource Guides

A New 42® Project



Sources

Content and Themes

Beautiful Trouble: Activism

Britannica: Ai Weiwei

Britannica: Amiri Baraka

Brooklyn Museum: Ai Weiwei

Faith Ringgold: About

Guerilla Girls: About

History.com: How AIDS Activists Used 'Die-Ins' to Demand Attention to the Growing Epidemic

National Women's History Museum: Nina Simone

NPR: Lessons From the AIDS Fight

Poets.org: Amiri Baraka

The Social Change Map

Walk With Amal

NEW VICTORY Resources

Speak Up, Act Out: Celebrating Juneteenth

Speak Up, Act Out: The Lorraine Hansberry Initiative

Sources for Activism in Action (p. 13)

Activism: The Artists and Artwork Fighting for Social Change

Dance Activism: How Artists Address Social Issues through Body Moves

Hundreds of Thousands Come to Washington for Women's March

Joni Mitchell - "Big Yellow Taxi"

Revolution: The booming songs Nina Simone wrote for the civil rights movement

The Crucible by Arthur Miller

The Pioneers of Urban Art: Influential Artists of the Past

The Political Roots of Amanda Gorman's Genius

This Artist Is Using 'Activism' To Break Down Queer Stigma And Stereotypes

'Two degrees' overtaking '2% inflation'

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 the many Nations who continue to act as stewards of the land, and we encourage you to learn more about these vibrant communities.



Photo: Mark LaRosa