NEW VICTORY
SCHOOL TOOL
RESOURCE GUIDES

KNEE DEEP

WHAT IS “AFTER” KNEE DEEP?
AFTER provides teachers with engaging, ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance. Use this tool to actively reflect on the performance, make connections to your curriculum, and follow up on the New Victory classroom workshop to increase the impact of the theater-going experience. This section also includes Creativity Pages that provide students with the opportunity to reflect individually and develop an aesthetic response to the show’s content.

MAKING CONNECTIONS TO LEARNING STANDARDS
New Victory School Tool Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high-quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

COMMON CORE STANDARDS

Reading: 10
Writing: 2; 4; 5
Speaking and Listening: 1; 2; 3; 4; 5; 6
Language: 1; 2; 3; 4; 5

NEW YORK STATE STANDARDS

The Arts: 1; 2; 3
ELA: 1; 3; 4
Mathematics, Science and Technology Education: 1; 4; 7

BLUEPRINT FOR THE ARTS

Dance: Dance Making; Developing Dance Literacy; Making Connections
PERFORMANCE REFLECTION

Following your trip to the New Victory, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience.

* For younger students, use the Creativity Page "My Critics Notebook" to help guide their reflection.

** For older students, please also consider using the Creativity Page “Accepted!” at the end of this section.

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 saw...)
Analyze (I wonder...)
Interpret (I think/feel...)
Evaluate (I believe...)

IN-CLASSROOM WORKSHOP EXTENSION: OFF THE FLOOR
CLASSROOM CONNECTIONS: WALKING ON EGGSHELLS
CREATIVITY PAGE: ACCEPTED!
<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Show Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I was writing a newspaper article about this show, the headline would read</td>
<td>A question I have about this show is</td>
<td></td>
</tr>
<tr>
<td>The part of the show that grabbed my attention the most was</td>
<td>The show made me think about</td>
<td></td>
</tr>
<tr>
<td>Before seeing the show, I didn’t know that</td>
<td>Overall, the show made me feel</td>
<td></td>
</tr>
<tr>
<td>While watching the show, the strongest feeling I had was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One thing I saw on the stage during this show that I’ve never seen before was</td>
<td>After seeing the show, my friends and I talked about</td>
<td></td>
</tr>
<tr>
<td>If I was the director, one change I would make to the show would be</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IN-CLASSROOM WORKSHOP EXTENSION
OFF THE FLOOR

1. Divide your students into groups of 4-6 students.

2. Ask students to determine the number of points of contact they have with the floor as a group. 
   NOTE: For this activity, a “point of contact” is a place where a group member’s body is touching the floor. For example, a group of five people where everyone is standing with both feet on the ground has ten points of contact (one for each group member’s individual feet). A group of five in which four people are balancing on one foot while holding the fifth member off the ground would have four points of contact.

3. Ask each group to find a way to have 7 points of contact with the ground. Ensembles should work without speaking to find a way to achieve this, finding non-verbal ways of communicating with one another, to achieve this. An example would be a group of 5 with two people standing on both feet and the other 3 each standing on one foot.

4. Once every group has achieved 7 points of contact, continue calling out numbers, and challenge students to find the most creative ways to modify their physical configurations to create that number of points of contact as a group.

   After a few rounds, have the groups challenge one another, two groups at a time, asking them to face off by calling out a number and seeing who can create the shape first. Choose numbers that are significantly larger (e.g. 20 points of contact for a group of 5) and smaller (e.g. 2 points of contact for a group of 5) to challenge them to work collaboratively and create interesting shapes as a group.

   NOTE: As your students do this activity, encourage them to incorporate the yoga poses they learned in the BEFORE section!
CLASSROOM CONNECTIONS
WALKING ON EGGSHELLS

Use this activity to explore the science behind walking on eggshells!

Materials:
At least 2 cartons of eggs (but we encourage you to bring in more!)
Trash bags
A bucket of soap and water, and lots of paper towels (just in case!)

1. Recall: Reflect with your students how KNEE DEEP featured an act where the performers walked on eggshells. Ask your students to brainstorm, as a class or in pairs: How do you think this act was possible? Why didn’t the eggs crack?

2. Research: Either for homework or in class, have your students research walking on eggshells to find out why the eggshells didn’t break. Your students will discover that the egg’s shape is what gives it its strength. An arch is one of the strongest architectural forms, and the egg’s design allows for weight to be distributed throughout the shell, and not just at one point (think of the Roman arches and the Colosseum). This is what allows a hen to sit on her eggs without cracking them! The egg carton also plays a critical role in the act, keeping the highest point of the arch positioned upright so that when the weight of the performer is balanced on the egg, he or she is standing on its strongest point.

3. Experiment: Lay out the trash bags on the ground, placing the two egg cartons, side by side, on top of the trash bags. Make sure that there are no cracks in any of the eggs before you begin. Begin the process of exploring how much weight the eggs can hold.
   a. Carefully place a large board or tile across the eggs and have your students explore stacking books on top of this flat surface. Find out: Do the eggs crack? Why or why not?
   b. Look for other objects in your classroom to increase the weight. Find out: How much weight can they hold? Does it matter how the objects are positioned on top of the eggs?

BONUS CHALLENGE: Take the activity a STEP further with egg-walking!
1. Ask students who wish to experiment with standing on eggs to remove their shoes and socks, and wipe down their feet with a damp paper towel to clean them.
2. Ask a volunteer to go first. Help the student balance as s/he slowly places one foot on one egg carton. S/he should keep his or her foot as flat as possible so as to distribute his or her weight onto all of the eggs.
3. Once one foot is successfully on one egg carton, help this student put his or her other foot down on the other egg carton.
4. Ask for other volunteers to experiment with standing on the eggs.
5. Try walking on the eggs! Line up six cartons two by two and have your students explore (carefully) using one another as a source of balance.

REFLECTION QUESTIONS
What did you discover about the strength of the eggs?
Have you seen an arch serve as a source of strength in architecture or in nature?
Why do you think the performers chose to include this act into KNEE DEEP?
Imagine that the Casus company is looking for new members for their circus troupe, and they've asked YOU to apply! Below is your application. Make your case for why they should hire you to join their circus!

Name: __________________________________________
Date: __________________________________________________________________________
Age: __________________________________________________________________________
Favorite Subject(s) in School: _______________________________________________________
Favorite Extracurricular Activity: ____________________________________________________

Why are you interested in applying to become a member of Casus? How has our company inspired you?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What special skills or talents do you have that will add to Casus’ overall performance?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

If you were to invent a new act based on one or more of these skills, what would you call your act?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

If you could learn to perform one act that you saw in KNEE DEEP, what would it be? ______________
________________________________________________________________________________
Why? __________________________________________________________________________
________________________________________________________________________________
How long do you estimate it will take you to learn this act? _____________________________
________________________________________________________________________________

What are your greatest strengths as a collaborator? _____________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

How will these qualities make you a valued member of our ensemble?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Thank you! We look forward to receiving your application.