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**: 4; 5; 7; 10
- **Writing**: 1; 2; 4
- **Speaking and Listening**: 1; 2; 3; 5; 6
- **Language**: 1; 2; 3; 4; 5; 6

**New York State Standards**

- **The Arts**: 1; 3; 4
- **ELA**: 1; 2; 4

**Blueprint for the Arts**

- **Theater**: Theater Making; Developing Theater Literacy; Making Connections

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**What is “After” Measure for Measure?**

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 on and develop an aesthetic response to the show’s content.
A great review in the New York Times can mean sold-out houses on Broadway for years, but a bad review can make the curtain go down faster than you can say “Shakespeare.” Which will it be for Fiasco’s production of MEASURE FOR MEASURE? Was it a hit or a flop?

Be a theater critic and write your own review of MEASURE FOR MEASURE. Your review should include the following elements: an eye-catching headline, a brief summary of the plot, thoughts on what made this production unique, and your opinion on the production as a whole. Be sure to include commentary about the set, costumes, lighting, music, and acting choices.
my critic’s notebook
IN-CLASSROOM WORKSHOP EXTENSION: WHERE THEY BELONG

Use this activity to continue the discussion of characters with your students by having them work in pairs to assign a world to each character.

1. Review the three worlds Fiasco emphasized in this production with your students: the Carnal, Spiritual, and Legal worlds. Ask them to remind you what types of people live in each of these worlds.

2. Using the Character List, or "Dramatis Personae," from MEASURE FOR MEASURE, ask your students to assign each character to one of the three worlds. Students can work in pairs or groups, and debate amongst themselves as to where they believe each character belongs and why.

3. Ask your students to consider the following: Do any characters belong in more than one world? Why?

Character List, or the "Dramatis Personae"

- Duke Vincentio: The Duke of Vienna, who also appears disguised as Friar Lodowick
- Angelo: The Deputy, who rules in the Duke’s absence
- Escalus: Duke Vincentio’s worthy counselor and Angelo’s chief advisor
- Mistress Overdone: The woman in charge of the brothel
- Lucio: A gentleman and citizen of Vienna
- Claudio: A young gentleman
- Pompey: A tapster (bartender) at Mistress Overdone’s brothel
- Isabella: Claudio’s sister
- Mariana: Angelo’s ex-fiancée
- Barnardine: A prisoner in jail with Claudio
Shakespeare makes language come alive through his beautiful imagery and evocative descriptions. Use this activity to help your students bring text to life and to discover Shakespeare's language through multiple senses.

1. Split your students into three groups and give each group one of the excerpts on the next page from MEASURE FOR MEASURE. Ask each group to designate one student to be the narrator.

2. Have the narrator read his or her assigned excerpt aloud to their group.

3. Ask each group to choose three words or phrases from the text that stood out to them.

4. Inspired by the three words and/or phrases, have your students create a frozen image for each word/phrase.

5. Once each group has come up with three frozen images, ask them to find a way to combine all three into one image.

6. Once the final images have been created, ask each group to think about the sounds that may complement their image. Encourage students to think about making sounds in multiple ways (ex: singing/humming, using objects around the room, body percussion, stomping feet, clapping hands).

7. Have students combine two or three of their sounds to create a soundscape.

8. Give students time to rehearse presenting their images and soundscapes simultaneously.

9. Have each group share their image and soundscape with the rest of the class.

10. Have students guess which words each image and soundscape were inspired by.

11. Ask the narrator to read the text out loud and then have each group share their image and soundscape a second time.

12. Reflect on this activity with your students.

**REFLECTION QUESTIONS**

What images did you see?
What sounds did you hear?
Based on the text, why do you think your classmates chose to bring those specific images to life?
Did seeing the images and soundscapes contribute to your understanding of the text? How?
How might your image and soundscape inspire a production concept for MEASURE FOR MEASURE?
We have strict statutes and most biting laws,
The needful bits and curbs to headstrong jades,
Which for this fourteen years we have let slip,
Even like an o’ergrown lion in a cave,
That goes not out to prey. Now, as fond fathers,
Having bound up the threat’ning twigs of birch,
Only to stick it in their children’s sight
For terror, not to use, in time the rod
Becomes more mock’d than fear’d; so our decrees,
Dead to infliction, to themselves are dead,
And liberty plucks justice by the nose;
The baby beats the nurse, and quite athwart
Goes all decorum. (1.1.3)

A man whose blood
Is very snow-broth; one who never feels
The wanton stings and motions of the sense,
But doth rebate and blunt his natural edge
With profits of the mind, study and fast. (1.4.57)

Ay, but to die, and go we know not where;
To lie in cold obstruction and to rot;
This sensible warm motion to become
A kneaded clod; and the delighted spirit
To bathe in fiery floods, or to reside
In thrilling region of thick-ribbed ice;
To be imprison’d in the viewless winds,
And blown with restless violence round about
The pendent world. (3.1.114)
In MEASURE FOR MEASURE, Shakespeare explores the themes of hypocrisy and abuse of power. Do we see these same problems in our world today? When and where? How about we do something to make a change!

Identify a problem in our society that you believe is brought about by an abuse of power. Then, identify someone in a position of power who may be able to bring about change. Write a letter to this person stating your grievances and suggestions for a solution. Be passionate and use strong language to make your case!

**The Problem:**

**Who Can Solve It:**

Dear ____________________________

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Sincerely, ____________________________