

# Alliance Theatre

---

*institute*

Post-Show Lesson Plan & Resource  
***Fiddler on the Roof***  
 By Courtney Moors-Hornick, Teaching Artist

<i>What role do traditions play in cultures around the world?</i>	
<b>GSE – Theater</b>	<p><b>TAHSFT.CN.1 Explore how theatre connects to life experiences, careers, and other content.</b>          Examine how theatre reflects real life.          Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience.</p> <p><b>TAHSFT.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</b>          Identify and analyze plays and dramas from a variety of historical periods and cultures.</p>
<b>GSE – Social Studies</b>	<p><b>SSSocC1 Explain the development and importance of culture.</b>          Describe how culture is a social construction.          Identify the basic elements of culture.          Explain the importance of culture as an organizing tool in society.          Describe the components of culture to include language, symbols, norms, and values; also include material and non-material culture.</p> <p><b>SSSocC2 Evaluate how cultures evolve over time.</b>          b. Analyze the impact of globalization on U.S. and other world cultures.</p>
<b>Student Objective</b>	Students will collaborate within small groups (ensembles) to creatively respond to the essential question: <i>What role do traditions play in cultures around the world?</i>
<b>Space Set Up</b>	Open space for students to move & work in small groups
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Resource: - Family Roles from <i>Fiddler on the Roof</i> (1 total, template provided on page 28)</li> <li>• Graphic Organizer: Tradition! (1 per small group, template provided on page 29)</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing utensils (pencils, pens)</li> </ul>
<b>Agenda</b>	<p><b>Welcome &amp; Introduction (5 minutes)</b>  <b>Directions:</b> If significant time has passed, re-introduce <i>Fiddler on the Roof</i> (see: About the Show on page 3) and let students know that they will have the opportunity to engage in an interactive post-show lesson to unpack their engagement with the show.</p> <p><b>Warm Up: Who Does What? (10 minutes)</b>  <b>Directions (Step 1):</b>  Introduce the concept of <b>tableau</b>:  <b>Tableau are “living pictures”, a frozen, silent scene that tells a story or depicts a moment in time.</b>  Strong tableaux:  Are frozen/still and silent  Utilize different levels in space (high, medium, and low)  Illustrate character relationships (strong facial expressions)  Tell a vivid story  Suggest moment even in stillness</p> <p><b>Directions (Step 2):</b>  Break students into small groups (roughly 4-6 students per group) and let them find a place in the room to work. Tell them you’re going to call out a prompt of an example of a group. They will then have 30 seconds to create a tableau, or frozen picture, that represents that group. Use a simple timer to count down (on the board, or an egg timer), and call out “FREEZE!” when the timer reaches 0.</p> <p>Example prompts could include:  A family  A sports team  Coworkers  A musical band  A circle of friends  A group of experts</p> <p>Allow each tableau to remain frozen for at least 10 seconds, then you can call out “relax” or “unfreeze” before moving on to the next prompt.</p> <p><i>* Option to “unfreeze” one half of the class to make observations about the tableaux created by the other half (“I</i></p>

see”, “I observe”, “I wonder”). Then, switch so the rest of the group may observe and respond.

**Directions (Step 3):**

Tell students they’ll now be building tableaux based on the various family roles represented in the opening song from *Fiddler on the Roof*, “Tradition”.

Provide each group 1 strip of paper (folded, concealed) containing lines from the opening song of *Fiddler on the Roof* (see template provided on page 28). Depending on how many groups you have, you may have to give the same prompt to more than one group.

Ask the groups to take a couple of minutes to create a frozen tableau representing the group on their slip of paper.

**Directions (Step 4): Share Out!**

One at a time, groups will share their tableaux.

The rest of the class may observe and try to guess which family members each group is representing.

*\*Optional Extension Questions to Discuss after Sharing:*

In the beginning of the play, we see the characters represented through the rigid roles they’re expected to play. In what ways do the characters challenge these roles? How do they evolve over the course of the story?

Do these roles seem outdated or stereotypical to us in today’s world?

Can you think of examples of how we still fall into certain pre-defined “roles”?

**Post-Show Discussion (10 minutes)**

**Directions:** The facilitator will guide students through (3) scaffolded Post-Show Discussion prompts, landing on the essential question:

1. What is a “tradition”?

What are some examples of traditions in your family, community, or culture?

How are traditions crucial to our way of life?

How can traditions help keep a group of people or society together?

	<p>How do traditions create a sense of belonging or identity?</p> <p>What role do traditions play in cultures around the world?</p> <p>How do traditions shape a culture?</p> <p>What is an example of when a society had to sacrifice traditions to appease a changing world?</p> <p><b>Interactive Activity: Exploring Traditions (20 minutes)</b></p> <p><b>Directions (Step 1): Research</b></p> <p>Inform students that a “dramaturg” is a literary advisor who works in a theater; and they are responsible for researching, interpreting, and providing context regarding the details in a script.</p> <p>In this activity, students will form small groups to a specific group or culture, and the dominant traditions and customs of that group.</p> <p>Suggested social groups/cultures and accompanying traditions for research:</p> <p>Indigenous/Native American Culture (Winter Solstice)</p> <p>Hindu Culture (Diwali)</p> <p>African American Culture (Kwanzaa)</p> <p>Islamic Culture (Ramadan)</p> <p>Brazilian culture (Carnival)</p> <p>Mexican Culture (Day of the Dead)</p> <p>Chinese Culture (Chinese New Year)</p> <p>Together, students will utilize a Graphic Organizer (provided on page 29) to research &amp; cite reliable sources to determine:</p> <p>Traditions and customs associated with the social group/culture</p> <p>Origins</p> <p>Details (food, celebrations, religious observances, rituals, symbols, etc.)</p> <p>Significance of that tradition to the social group/culture</p> <p>Ways in which those traditions have evolved over time</p> <p><u>Consider:</u></p> <p>Globalization</p> <p>Advancements in technology</p>
--	---

	<p>Social change</p> <p>Parallels (if any) between the traditions of that social group/culture and the traditions reflected in the culture of the Ashkenazi Jews of <i>Fiddler on the Roof</i></p> <p><b>Directions (Step 2): Rehearsal</b></p> <p>Each group will collaborate to create a frozen tableau that creatively illustrates their research.</p> <p>Provide the following guidelines to inspire this creative process:</p> <p>Tableaux should be frozen and silent</p> <p>Tableaux should depict an example of a tradition associated with the culture you researched</p> <p>Tableaux should utilize all group members in a creative way</p> <p><i>*Allyship Note</i></p> <p><i>Actors and presenters: when you share out, focus on the thoughts and details surrounding the tradition you're representing. Please be mindful to avoid harmful stereotypes (for example, by adding accents or makeup).</i></p> <p><b>Sharing (10 minutes)</b></p> <p><b>Directions:</b> Each group shares. If time, facilitate brief audience discussion and feedback using the framework: I liked...   I wonder...</p> <p><b>Closure &amp; 3-2-1 Reflection (5 minutes)</b></p> <p><b>Directions:</b> Facilitate a whole group 3-2-1 discussion:</p> <p>(3) – Discuss (3) interesting cultures and traditions researched today</p> <p>(2) – Discuss (2) examples of how traditions have had to change to meet the modern world</p> <p>(1) – Discuss (1) example of a tradition in <i>Fiddler on the Roof</i> that is still present in our culture today</p>
Assessment	Formative: Student participation & engagement in Interactive Activity, Sharing, and Reflection

**Resource: Family Roles from *Fiddler on the Roof***

Lines from the opening song, "Tradition"

✂ cut here: -----  
-----

**Group #1: The Papas:**

Who, day and night, must scramble for a living,  
Feed a wife and children, say his daily prayers?  
And who has the right, as master of the house,  
To have the final word at home?

✂ cut here: -----  
-----

**Group #2: The Mamas:**

Who must know the way to make a proper home,  
A quiet home, a kosher home?  
Who must raise the family and run the home,  
So Papa's free to read the holy books?

✂ cut here: -----  
-----

**Group #3: The Sons:**

At three, I started Hebrew school. At ten, I learned a trade.  
I hear they've picked a bride for me. I hope she's pretty.

✂ cut here: -----  
-----

**Group #4: The Daughters:**

And who does Mama teach to mend and tend and fix,  
Preparing me to marry whoever Papa picks?

## Graphic Organizer: Tradition!

Research Team Names:

### Social Group/Culture:

Traditions and customs associated with the social group/culture  
Origins  
Details (food, celebrations, religious observances, rituals, symbols, etc.)  
Significance of that tradition to the social group/culture

Ways in which those traditions have evolved over time  
Consider:  
Globalization  
Advancements in technology  
Social change

Parallels (if any) between the traditions of that social group/culture and the traditions reflected in the culture of the Ashkenazi Jews of *Fiddler on the Roof*

Reliable Sources:

