

Alliance Theatre

institute

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

<i>If you had great wealth, what would you do with it and why?</i>	
GSE – Theater	TAHSFT.CR.1 Organize, design, and refine theatrical work. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse. Recognize and interpret artistic choices in performance.
GSE – Social Studies	SSEF4 Analyze factors that influence the standard of living of individuals and nations.
Student Objective	Students will collaborate within small groups (ensembles) to creatively respond to the essential question: <i>If you had great wealth, what would you do with it and why?</i>
Space Set Up	Open space for students to move & work in small groups
Materials	Object to represent “nucleus” – could be a tissue box, stapler, book, etc. Graphic Organizer: Mad Lib – <i>If I Were A Rich Man</i> (1 sheet per small group, template provided on page 22) Writing utensils (pencils, pens)
Agenda	Welcome & Introduction (5 minutes) Directions: 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 pre-show lesson to prepare to engage with the show. Warm Up: Exploding Atom (10 minutes) Directions: Form a large circle (our “atom”), and place an object in the center of the circle to represent the “nucleus”. Then, share the series of statements on topics and themes pulled from <i>Fiddler on the Roof</i> (below) that will evoke a range of opinions from participants (expressed physically in space).

In our circle, explain that a statement will be read.
If a student agrees with the statement, they should come as close to the center of the circle (the “nucleus”) as possible.
If a student disagrees with the statement they should stand as far away from the center (the “nucleus”) as possible within a set boundary.
Show how each student is on their own continuum between “agree” and “disagree” in their response to each statement.
When desired stop and unpack or process the participants responses to the statements: “Find someone who is standing relatively close to you, and take 1 minute to discuss your feelings and opinions on this topic.”
Then, call on volunteers: *Someone who is standing closer to “I agree,” please share why.*
Then, *someone who is standing closer to “I disagree,” please share why.*
Re-set the group to a neutral circle between statements to prepare for the next prompt.

Reminders for participants:

This is about your opinion. There is no right or wrong response to the statements.

Remember to be respectful of each other’s opinions and positions.

Let’s hear from the where the largest group is standing first, would anyone like to share why they are standing where they are? (Always make sure that the smallest group has the last word.)

No one has to speak. People can say “pass” or “it’s been said.”

Prompts:

I believe people with wealth have more opportunity than the average person.

Material goods (clothes, tech, etc.) give me confidence.

I believe community, family and friendships are what make a person truly wealthy.

I believe having money can make life more difficult.

It’s smart to surround yourself with people who are better off than you.

Money can’t buy happiness.

Reflection:

What did you notice about the responses in the room?

What did we learn about the group from this activity? Where we most in agreement? Why?

Pre-Show Discussion (10 minutes)

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

What role does wealth play in our society?

How does wealth play a role in our traditions?

What, if any, is the responsibility of the wealthy?

Is the “American Dream” attainable? Why or why not?

Can you live a fulfilling life in the face of poverty?

How is material wealth different than non-material, or personal wealth?

Does belonging to a tight-knit community make a difference when it comes to how much (or little) one has? In what way?

Should affluence play a role when considering a friend or partner?

If you had great wealth, what would you do with it and why?

Interactive Activity: If I Were A Rich Man (20 minutes)

Directions (Step 1): Introduce Tevye’s Act 1 song “If I Were A Rich Man” and review the music and lyrics as a group.

<https://www.youtube.com/watch?v=D1TC1n9lhXU>

In the song, Tevye imagines how his life might be different if he were wealthy.

Directions (Step 2):

Form small groups. Each group will collaborate to complete a creative writing task inspired by the show:

If I were a rich man / All day long, I'd _____

If I were a wealthy man / I wouldn't have to _____

If I were a biddy biddy rich / digguh digguh deedle daidle man

I'd build a _____

Right in the middle of the town / A fine _____

There would be _____

And _____

And _____

	<p>I see my _____</p> <p>With a _____</p> <p>I see _____</p> <p>If I were rich, I'd have the time that I lack to _____</p> <p>And maybe have a _____</p> <p>And I'd discuss _____</p> <p>several hours every day / And that would be the sweetest thing of all!</p> <p>Directions (Step 3): Rehearsal. Each group will collaborate to create a short performance of their song (they can treat it like a spoken word poem) that demonstrates how they would use their wealth.</p> <p>Provide the following guidelines to inspire this creative process:</p> <p>Everyone should participate, but not everyone needs to speak. Each presentation should include the text, spoken (or sung!) aloud, with accompanying physical movements to illustrate each idea. These can include physical gestures, dance moves, statues, tableau, etc.</p> <p>Sharing (10 minutes)</p> <p>Directions: Each group shares. If time, facilitate brief audience discussion and feedback using the framework: <i>I liked...</i> <i>I wonder...</i></p> <p>Closure & 3-2-1 Reflection (5 minutes)</p> <p>Directions: Facilitate a whole group 3-2-1 discussion:</p> <p>(3) – Discuss (3) favorite songs created today</p> <p>(2) – Discuss (2) ways having a community is important for personal wealth</p> <p>(1) – Discuss (1) prediction for the show based on this lesson</p>
Assessment	Formative: Student participation & engagement in Interactive Activity, Sharing, and Reflection

Graphic Organizer: Mad Lib – *If I Were A Rich Man*

Directions: Reflect on what you might do if you came into a sudden, great wealth. How would you live your life? How would you spend the money? Fill in the blanks below to create your own version of Tevye’s iconic song from *Fiddler on the Roof*.

**Option to substitute kid/boy/girl/person/dude for “man”*

If I were a rich man / All day long, I'd _____

If I were a wealthy man / I wouldn't have to _____

If I were a biddy biddy rich / digguh digguh deedle daidle man

I'd build a _____

Right in the middle of the town / A fine _____

There would be _____

And _____

And _____

I see my _____

With a _____

I see _____

If I were rich, I'd have the time that I lack to _____

And maybe have a _____