Theme for Reflective Consideration by the Class (Teachers) – the questioning of “traditional” personal and social values that find themselves in conflict with dissimilar public school values and emerging national/world situations outside the family and community. Are “Family Values” (a hot topic in today’s education) easy to identify? Are they a good or a bad thing? Where is/should the school be in terms of family values? Where should I be in terms of family values and my classroom?

POSSIBLE NEXT DIRECTION (*my choices)
*Discuss the storyline (plot) of the play
Discuss the life of Sholem Aleichem
Discuss the background of the musical and life of star Zero Mostel
*Reflection Activity on: Family & School Values

Musical Opened on Broadway 1965 – Based on Sholem Aleichem’s stories
Winner of 9 Tony Awards including: Best Musical and Best Leading Actor (Zero Mostel as Tevye). Music composed by Jerry Bock; lyrics by Sheldon Harnick. The original production ran for seven years, nine months, setting a record at the time for long-running Broadway shows (musical or nonmusical) with 3,242 performances. In addition to Zero Mostel, the original cast featured Beatrice Arthur as Yente (the matchmaker); Bette Midler assumed the role of Tzeitel during the original run. The movie based on the play was produced in 1971. It won 3 Academy Awards including: Music, Adaptation and Original Song Score - John Williams. The show was one of the few truly international Broadway Musical smashes and continues to be performed throughout the world today.

Historical Context of the Story
In the little village of Anatevka (Russia, 1905) Tevye (a poor dairyman) tries to instill in his five daughters the traditions of his tight-knit Jewish community in the face of changing social mores and the growing anti-Semitism of Czarist Russia. Rich in historical and ethnic detail, the universal theme of tradition cuts across barriers of race, class, nationality and religion.

Central Plot
1. Oldest Daughter – Tzeitel . . . and the poor tailor (Motel)
   Parents arrange marriages in the Jewish community, but Tzeitel loves Motel. Tzeitel tells Motel to ask Tevye for permission to marry. Tevye has other plans; he wants to match his oldest daughter with the wealthy butcher. After much agony and trickery, Tevye helps Tzeitel marry the one she loves – Motel. (This couple will later decide to go to America.)

2. Reflection – Mom (Golde) and Dad (Tevye)
   Tevye asks Golde if she thinks their own arranged marriage has somehow also turned into a romance (“Do You Love Me?”).

3. 2nd Oldest Daughter – Hodel . . . and the revolutionary (Perchik)
   Perchik wants to fight the Russians. He tells Hodel that he is leaving to work for justice in Kiev. He proposes to her and she accepts. Tevye is asked for blessing, not approval; he gives this in spite of his misgivings. (They will later be forced to go to Siberia).

4. 3rd Oldest Daughter – Chava . . . and the Russian soldier (Fyedka)
   Chava falls in love with a Russian soldier. Tevye is asked for neither is approval or blessing. Tevye refuses to acknowledge her. They are also leaving because they cannot stay among people who can do such things to others. (They will go to Krakow).

Class Activity
To illustrate that “family values” vary, the class does “Family & School Values . . .” In this activity, all class members independently complete ten sentences about values. Family should be defined as the person or person who the student considers to be the central individual(s) who “raised” them from babyhood through high school. After the students fill out the “questionnaire”, the class shares selected responses round robin without comment. Afterward, “What do you notice”? 