



POWELL CENTER FOR  
ECONOMIC LITERACY

## *Lesson Plan*

WRITTEN BY Jennifer Taunton

Published in Fall 2004 ECON-EXCHANGE

Last Modified: July 29, 2009

# Cinderella: A Global Fairy Tale

## Time Required

3-4 weeks

## Grade Level and Subject

Elementary, English

## Keystone Principles

Principle #1 – We all make choices

Principle #6 - Do what you do best; trade for the rest

## Voluntary National Content Standards in Economics

Standard #5 - [Gain from Trade](#)

Standard #6 - [Specialization and Trade](#)

## Economic Concepts

**Exchange** – Trading of goods or services for other goods and services or for money.

**Exports** – *Goods and services produced by firms in one country and sold to individuals and firms in other countries.*

**Imports** – *Goods and services produced in other countries and sold to firms and consumers in this country.*

**Interdependence** – *A relationship between people or firms in an economy where both benefit because of interaction – needing and benefiting from one another.*

**Scarcity** – *The fundamental economic condition that exists because our wants are unlimited but our resources are limited. We can't have everything we want.*

## Overview

Several thousand years ago, the first Cinderella story was told in China. Yeh-Shen, the Chinese Cinderella, may have even been one of the many stories told by Marco Polo upon his return to Venice. Over the years Cinderella stories crept across countries with traders and merchants. Each traveler added a bit of his own culture to the tale.

The Cinderella fairy tale offers a wonderful opportunity to introduce students to the global market. Students study the resources, imports, and exports of different countries that relate to the Cinderella stories read in class. Then they participate in two simulation activities to demonstrate the necessity of trade on a global level.

## Objectives

- Students understand that imports are foreign goods and services purchased from sellers in other nations.
- Students understand that exports are domestic goods and services sold to buyers in other nations.
- Students understand that people voluntarily exchange goods and services because they expect to be better off after the exchange.

## Materials and Handouts

- Several Cinderella stories (Visit <http://www.surlalunefairytales.com/cinderella/index.html> for a list.)
- Computer with Internet access
- Four 10 X 13 inch envelopes
- Task Sheets (1 copy of each) – **Handout #1**
- 4 sheets each of red, green, blue, brown, and yellow construction paper.
- 2 pencils
- 2 markers
- 3 rulers
- 2 pairs of scissors
- 1 glue stick
- 15 paper clips

## Teaching Activity

### Week One & Two

Read several Cinderella stories to the students—Cinderella stories from various countries. After reading the stories, have the small groups of students find the following information on the Internet about one of the countries: location, natural resources, industries, imports, and exports. During week three the students will share the information they have found.

### Week Three

After sharing the information they found, the students will participate in two simulations. The first simulation will demonstrate why trade between countries might be necessary; the

second will demonstrate the benefits and costs of trade between countries.

### ***Simulation 1***

1. Divide the class into four groups, giving each group a task sheet envelope which you have prepared (see appended “**Handout #1 – Task Sheets**” and “**Envelopes for Simulation**”). Explain that each group will need to complete the tasks listed on the task sheet, using only the resources provided in the envelope.
2. Give the students about 20 minutes to complete as many tasks as they can. Not every country will be able to complete the tasks.
3. Discuss what happened:
  - a. Was everyone able to complete the tasks? (No.)
  - b. What tasks were you unable to complete? Why were you unable to complete the tasks? (Answers will vary.)
  - c. If your country didn’t finish the tasks, how did you feel? (Sad, angry that other countries had more than yours, frustrated.)
  - d. Did anything happen that made the tasks more difficult to complete? (Group not cooperating, no leadership, etc.)
  - e. Did anyone experience scarcity? (Yes.)
  - f. Is there anything that can be done to help each country complete all the tasks? (Trade, international assistance, war.)
  - g. What activity would make all the countries happy? (Trade.)
4. Have the students return the resource cards to the envelope.
5. Assessment. Assign the students to write an entry in their journals, responding to one of the following questions:
  - In the simulation, were any of the countries unable to complete their tasks? How did that make you feel?
  - Is there a good way to solve the problems the countries encountered?

Answers should mention that some of the countries had resource scarcities and that trade between the countries would be the best way to help each country complete the tasks.

### ***Simulation 2***

1. Resume discussion of the point that international trade is the best way for all of the countries to benefit, but trade only occurs when both parties will benefit. Explain that exports are the domestic goods and services sold to buyers in other nations. Add that imports are the foreign goods purchased from sellers in other nations.
2. Have the students return to their same groups. Give each group back the same envelope.
3. Explain that each country will have 30 minutes to complete the tasks on the task sheet.
4. Give the signal to begin. Allow the students to trade freely with others from each country. They may still not be able to complete all the tasks; however they should be able to complete most of them.
5. Discuss what happened.
  - a. Was everyone able to complete the tasks? (If no, what tasks were not completed? Why?)

- b. Is it possible for countries to be self-sufficient? (It depends on the resources that country has available.)
- c. What goods and services did your country import? Export? (Answers will vary.)
- d. What are some reasons why countries wouldn't want to trade with others? (Cultural traditions, they don't have anything anyone wants, etc.)
- e. Were there conflicts? If so, what caused them and how were they resolved? (Answers will vary.)

Assessment: After the final discussion, have the students write a summary of the simulation experience. (The summary should mention the following: voluntary trade benefits all parties, exports, imports, etc.)

# HANDOUT 1

## Task Sheets for Simulations

### 1 . C o u n t r y o f H a s a l o t T a s k S h e e t

The country of Hasalot has many resources. Use these resources to complete the tasks listed below:

Food: Create a four-link paper chain, using four different colors.

Shelter: Create a 6 X 9 inch shelter with windows and a door that opens and closes.

Clothing: Create four articles of clothing for each member of the group .

Education: Create an 8-page book using three colors of paper.

### 2 . C o u n t r y o f H a s s o m e T a s k S h e e t

The country of Hassome has some different resources. Use these resources to complete the tasks listed below:

Food: Create a four-link chain with three different colors of paper

Shelter: Create a 4 X 6 inch shelter with one window and a door that opens and closes .

Clothing: Three articles of clothing for each member of the group .

Education: Create a 6-page book using two colors of paper.

### 3 . C o u n t r y o f H a s a l i t t l e T a s k S h e e t

The country of Hasalot has several different resources. Use these resources to complete the tasks listed below:

Food: Create a four-link paper chain, using two different colors.

Shelter: Create a 2 X 4 inch shelter with a door that opens and closes.

Clothing: Two articles of clothing for each member of the group.

Education: Create a 4-page book using two colors of paper.

### 4 . C o u n t r y o f N e e d s a l o t T a s k S h e e t

The country of Needsalot has few resources. Use these resources to complete the tasks listed below.

Food: Create a four-link chain with one color of paper

Shelter: Create a 2 X 2 inch shelter with a door that opens and closes.

Clothing: One article of clothing for each member of the group .

Education: Create a 2-page book using one color of paper.

## Envelopes for Simulations

Glue one of the four task sheets on the front of each of the 10 X 13 envelopes;  
then laminate the envelopes. Put the following resources in each envelope

1. Hasalot Envelope: 1 each of red, green, blue, and brown construction paper; 1 pencil;  
1 marker; 2 rulers; 1 pair of scissors; 1 glue stick
2. Hassome Envelope: 1 each of red, yellow, green, and brown construction paper; 1 marker; 1 ruler; 1 pair of scissors; 8 paper clips
3. Hasalittle Envelope:  $\frac{1}{2}$  sheet each of red, brown and green construction paper; 1 pencil; 4 paper clips
4. Needsalot Envelope:  $\frac{1}{2}$  sheet each red, green, blue, brown, and yellow; 3 paper clips