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**Fall, 2003**

**Title:** Lights, Camera, Action: The Costs of a Stage Production

**By:** Lori Hays

**Intended Level:** High School (9-12)

**Guiding Question:** How do the costs of services and goods affect the final product of a stage production?

**Activity Summary:** Stage productions can be found in countries around the world, but we are often surprised at the differences that we find there. All shows are different and can even be altered depending on the costs of the services and goods found in a particular city, region, or country. After reading several Russian fairy tales, students will pick one to make a stage production into. Being divided into groups, they will explore the effects of culture and resources on the costs of the services and goods found in the designated Russian city. Questions they might address include: Is it cheaper to hire actors from the designated city, or go elsewhere to find talent? Do we have the necessary resources and laborers to build the props needed for the stage, or will we have to depend on others? Would it be cheaper to do the production in the designated city, or travel to a neighboring city? Each group will be responsible for a certain aspect of the production (i.e. hiring actors, building props, making costumes, etc.). At the conclusion, students will have learned the best, and hopefully the most economic way, to make sure that the “show does go on.”

\*Note: Items needed from Culture Kit include: 4 paperback children’s books; 2 *Favorite Russian Fairy Tales*; *Russian Stories: A Dual Language Book*; 1 black folder--*Folk Tales Around the World*; 1 black folder--*Baba Yaga’s Geese*  
Other Resources: Internet; information on Russian currency and average cost of services and goods

**Task:** In groups, students will prepare a budget for the aspect of the production they are responsible for to present to the rest of the class. As a class, decisions will be made as to how to go about finalizing all plans. Students will then write individual essays explaining why it is they made the choices that they did. Content of the essays will be supported based on the costs of services and goods found within the designated city.

**KY World Language Content:**

WL-H.2.1B5 Identify social, geographic, and political factors that impact cultural practice.

WL-H.2.2D2 Identify economic and social impact of some products (e.g. music, soccer) on world markets.

**KY Core Content for Assessment:**

SS-H-3.1.1 Scarcity of resources necessitates choices at both the personal and societal levels.

SS-H-3.1.3 To make informed choices, consumers must analyze advertisements, consider personal finances (including the importance of savings, investment, and use of credit), and examine opportunity cost.

**Voluntary National Content Standards in Economics:**

1. Productive resources are limited. Therefore, people can not have all the goods and services they want; as a result, they must choose some things and give up others.
2. Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are “all or nothing” decisions.

**Steps for Planning and Implementing:**

1. Teacher uses visuals and other communicative approaches to introduce Russian fairy tales to students, covering any unfamiliar formats and concepts.
2. Teacher uses visuals and other communicative approaches to present economic terms and vocabulary (i.e. productive resources, human resources, natural resources, capital resources).
3. Teacher highlights cultural and geographical considerations as they relate to the costs of services and goods used in the production (i.e. location of designated city, availability of natural and human resources).
4. Students use websites to investigate designated city’s resources and average costs of services and goods by:
  - preparing a list of resources needed for production;
  - preparing comparison charts of costs of designated city to other locations.
5. [Performance Task] **In groups, students will prepare a budget for the aspect of the production they are responsible for to present to the rest of the class. As a class, decisions will be made as to how to go about finalizing all plans. Students will then write individual essays explaining why it is they made the choices that they did. Content of the essays will be supported based on the costs of services and goods found within the designated city.** (Rubric attached)

**Resources:**

[www.russia.com](http://www.russia.com)  
[www.lacquerbox.com/tales.htm](http://www.lacquerbox.com/tales.htm)  
[www.foreignbridgeguide.com/russian\\_economics.html](http://www.foreignbridgeguide.com/russian_economics.html)  
[www.einnews.com/russia/](http://www.einnews.com/russia/)

## Research Report : Lights, Camera, Action: The Costs of a Stage Production

CATEGORY	Distinguished	Proficient	Apprentice	Novice
Quality of Information	Information clearly relates to the main topic. Student uses at least 5 detailed examples to illustrate economic principles learned and relates them to decisions made in the final production.	Information clearly relates to the main topic. Student uses at least 3 to 4 detailed examples to illustrate economic principles learned and relates them to decisions made in the final production.	Information somewhat relates to the main topic. Student uses at least 2 to 3 examples to illustrate economic principles learned and relates them to decisions made in the final production.	Information has little or nothing to do with the main topic. Student uses only 1 example to illustrate economic principles learned and relates it to decisions made in the final production.
Sources	A minimum of 4 resources were used. All resources are accurately documented in the desired format.	A minimum of 3 resources were used. All resources are accurately documented, but a few are not in the desired format.	A minimum of 2 resources were used. All resources are accurately documented, but many are not in the desired format.	Only 1 resource was used. Resource is not accurately documented.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

