



## The World of Coca-Cola Self-Guided Tour for Teachers Highlights: African American History Month

**Note to Teachers:**

*This guide may be added to either the Social Studies or Language Arts links & lesson plans with ease. As your class proceeds through the tour, please note that:*

- Standards are addressed through a self-guided tour of the World of Coca-Cola.
- Standards may be fulfilled in more than one area of the attraction.
- Please feel free to ask ambassadors to tell your class about their specific areas as you tour.

Historically, The Coca-Cola Company has celebrated the unique culture of African-Americans through community programming, promotional concepts, and advertising. African-Americans began to appear in advertising for Coca-Cola in the early 1950s. The Coca-Cola Company continues to look for ways to celebrate the heritage, culture, and traditions of the African-American consumer.

**Location – The Loft**

You will find fascinating artifacts from the past and present showcasing the rich heritage of Coca-Cola.

**Connections**

Among the early African-American personalities to appear in advertising for Coca-Cola was internationally known musician **Graham W. Jackson**.

Ask your students to locate the picture of Graham W. Jackson, an African-American accordion player, on the back wall.

**Impact**

Jackson was one of President Franklin D. Roosevelt’s favorite musicians. At that time in American history, African-Americans were given very few rights and were not treated fairly. It was very unusual for an American President to give so much public acclaim to an African-American. Jackson played at Roosevelt’s funeral in 1945 in Warm Springs, Georgia.

A picture was published in Time Magazine of Jackson crying at Roosevelt’s funeral and is considered one of the photos of major importance of the 20th century.



**Links to:**

- **SS4CG5** The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).
- **SSUSH23** The student will describe and assess the impact of political developments between 1945 and 1970.

### Location – Milestones of Refreshment

A series of ten galleries brings the history of The Coca-Cola Company to life through exhibits featuring some of the most prized possessions.

#### Connections

**“Play Refreshed” Football Poster from 1953.** Early African-American advertisements often featured sports stars. Football players are: Marion Motley, Bill Willis, Emlen Tunnell and Leonard Ford.



#### Impact

As we come to the end of the football playoffs and we prepare to enter African American History month, this poster in the World of Coca-Cola is relevant for both. If you get close enough to read the fine print, you'll see that Motley is called a "Powerful Fullback", Willis a "Panther-Like Guard", Tunnell a "Spectacular Safety Man" and Ford a "Giant Wingman." Motley and Willis were also the first to break pro football's color barrier.

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#### Connections

Alice Coachman, an Olympic athlete and track star from Tuskegee University who won an Olympic Gold Medal for the high jump in 1948, is featured in Coke advertising from 1952 along with Olympian Jesse Owens, who was a hero in 1936 Olympic Games in Berlin.



#### Impact

Many great African American athletes have been featured in Coca-Cola ads more recently (Click on underlined names for videos).

[Charles Barkley](#)

[Michael Jordan](#)

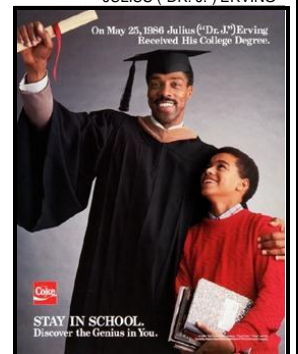
[Scottie Pippen](#)

Print ads, which are found in the World of Coca-Cola, also feature popular athletes;

REECE "GOOSE" TATUM  
ORIGINAL HARLEM GLOBETROTTERS



JULIUS ("DR. J.") ERVING



#### Links to:

**SSUSH22** The student will identify dimensions of the Civil Rights Movement, 1945-1970.

**B.** Identify Jackie Robinson and the integration of baseball.

If you cannot access the videos by clicking the links, please type the web site address into your browser:

Charles Barkley video: <http://www.youtube.com/watch?v=MJ16fT-ESlg>

Michael Jordan video: <http://www.youtube.com/watch?v=sa8zfxg-Zhc>

Scottie Pippen video: <http://www.youtube.com/watch?v=MJ16fT-ESlg>

**Location – Milestones of Refreshment & Pop-Culture Gallery**

**Connections**

While Coke had featured African-American celebrities and athletes in ads, a model named Mary Cowser (today, Mary Alexander) was one of the first non-celebrity African-American women to appear in the ads. Here is an ad from 1957 featured in Milestones.

Ms. Alexander had been a junior at Clark College in Atlanta in 1955 when Coca-Cola representatives came to campus to find models for a new print campaign. Ms. Alexander's dorm housemother encouraged her to try out and she was selected as one of the featured models in a program that appeared in newspapers, magazines and posters. In all, she appeared in more than 10 ads for Coke, appearing with fellow students.



**Impact**

Mary earned enough money in her first year modeling for Coke to pay that year's tuition.

The ads appeared in magazines such as Ebony, in New York subway ads and on billboards across the country. Ms. Alexander said her brother saw one of her billboards while driving in Mississippi, but no one believed that was really his sister! Ms. Alexander graduated from Clark in 1956, becoming a teacher and principal.



**Links to:**

**SS5H8** The student will describe the importance of key people, events, and developments between 1950-1975.

**SS8H11** The student will evaluate the role of Georgia in the modern civil rights movement.

**A.** Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag

**The World of Coca-Cola  
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High School**



**Brown v. Board of Education  
Political Cartoon Analysis**

Political cartoons or editorial cartoons are an illustration or comic strip containing a social or political message which usually relates to current events. They can make a powerful statement but can, at the same time, be complicated to understand.

**Directions:** Analyze a political cartoon relating to civil rights by answering the questions below.

**Note to teachers:** Please reference the 3 cartoons relating to *Brown v. Board of Education* available on this website: <http://www.usd116.org/ProfDev/AHTC/lessons/GersdorfRotramel06/PoliticalCartoons.pdf>. You may want to guide your students through this process the first time.

**VISUAL EXPRESSION**

**WORD EXPRESSION**

<p>A. List key people or objects that stand out:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>B. What is the title of this cartoon?</p> <hr/>
<p>F. Are there any symbols in the cartoon?</p> <hr/> <hr/> <hr/>	<p>C. Are there any words/phrases in the cartoon?</p> <hr/> <hr/>
<p>H. Describe any action taking place in the cartoon.</p> <hr/> <hr/>	<p>D. Are those words used by characters in the cartoon?</p> <hr/> <hr/>
<p>J. Explain what you believe the message of the cartoon is and whether you agree or disagree with the cartoonist's message.</p> <hr/> <hr/> <hr/> <hr/>	<p>E. Are there any important dates/facts that appear in this cartoon?</p> <hr/> <hr/>
	<p>G. Explain how the words in the cartoon explain the symbols.</p> <hr/> <hr/>
	<p>K. What special interest groups would agree/disagree with the cartoon's message? Why?</p> <hr/> <hr/> <hr/> <hr/>