



# HIGH SCHOOL

## United States History

### Georgia Performance Standards Self-Guided Tour for Teachers 8 Social Studies Standards Met

- 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.
- Teachers may choose to ask students to bring paper and pencil in an empty book bag for some activities listed below.



Look for the Coca-Cola red bottle to direct you to the appropriate student activities.

**SSUSH16** The student will identify key developments in the aftermath of WW I.

- b. Identify Henry Ford, mass production, and the automobile.

**SSUSH19** The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

- d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

**SSUSH21** The student will explain economic growth and its impact on the United States 1945-1970.

- b. Describe the impact television has had on American culture, including the Presidential Debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights movement.

**SSUSH24** The student will analyze the impact of social change movements and organizations of the 1960's.

- e. Explain Rachel Carson and Silent Spring, Earth Day, the creation of the EPA, and the modern environmentalist

#### **Location- Pemberton Place**

**(The lawn in front of the attraction)**

#### **Connections**

Pemberton place is a 22 acre site donated to Atlanta by The Coca Cola Company.



Pemberton place is a 22 acre site donated to Atlanta by The Coca Cola Company. It houses the World of Coca-Cola, the Georgia Aquarium and will house the Center for Civil and Human Rights. Originally, this area had water features and a reflecting pool. However, because of the drought Georgia has been experiencing over the last few years, it was considered to be more environmentally conscious to conserve water. To this end, The World of Coca-Cola filled in the water features and replaced them with landscaping elements that require little water prosper and extended the green space where the reflecting pool had been.



As students go through the attraction bring their attention bring their attention to the small round plaques

Classified - Unclassified

found throughout the attraction that highlight different efforts the company has made to make the building as ecologically green as possible. For example the building uses very little energy. Several of the t-shirts and other items in the store are made from recycled materials. The cups in Taste It are biodegradable, etc.

Before beginning your class through Milestones of Refreshment, you may want to ask an ambassador to point out some of these green efforts.

- Ask students to think about the book written by Rachel Carson called Silent Spring. Ask students how they think Rachel Carson would feel going through this building. Ask students how the green movement affects their own lives.

### **Location-Milestones of Refreshment. Gallery 6 (Lifestyles of Entertainment)**

#### **Connections**

This Milestones of Refreshment gallery showcases how advertising reflects desired lifestyles at the time the advertisement was used. Slogans as well as the importance of automobiles are displayed.

- Robert Woodruff started advertising Coca-Cola on the radio in the 1930's and on television in the 1950's. Ask students to examine the artifacts in this gallery and explain how the marketing was geared to show a particular lifestyle. Ask students how television was impacting American lifestyle at that time.
- Ask students how television impacts American lifestyle today.



### **Location- Milestones of Refreshment. Gallery 8 (International Expansion)**

#### **Connections**

This Milestones of Refreshment gallery's World War II case showcases Coca-Cola's impact efforts to bring the product to soldiers in World War II, as well as the effects that the mobile bottling plants had on international bottling.

- Bring students' attention to the WWII case. Ask students to read the material in the case relating to the conversion of bottling plants after the war. Allow students to study the displays. Next discuss with students the effects of rationing during WWII. The rationing (limiting use) of steel delayed the entry of Coca-Cola's first metal cans into the market. Also, because Coca-Cola had sugar in it, people needed ration cards to buy it since sugar was rationed. Because of this rationing a clear Coca-Cola product was briefly introduced because it used less sugar.
- Point out to students that The Coca-Cola Company made a commitment to provide the Coca-Cola product to all U.S. soldiers serving overseas in WWII for 5 cents. To do this, mobile bottling plants had to be shipped overseas. Once the war was over, entrepreneurs in the foreign countries wanted to keep the plants and produce Coca-Cola in their own countries. The entrepreneurs were then able to provide jobs to local people and give consumers a product they wanted. Most of these plants are still in operation today. Ask students to think about how the mobilization of bottling plants during World War II affects those same countries today both economically and politically.



### **Location-Milestones of Refreshment. Gallery 9 (Sports and Entertainment)**

#### **Connections**

This Milestones of Refreshment gallery showcases both sports and entertainment figures who were important in Coca-Cola advertising.

- Ask students to note the number of sports stars and people involved in entertainment located in this gallery. Ask the ambassador to point out some of these stars of the day in advertisements from the past.
- Ask students why using sports and entertainment stars in advertising would help boost sales of a product.



Ask how the use of these people in television advertising can change a culture.

### **Location-Bottleworks**

#### **Connections**

Bottleworks is a working bottling plant. It showcases how technology has been important to the bottling industry.



-  Ask the ambassador in this area for a short tour.
-  Review with students the assembly line concept of Henry Ford. The bottleworks area will show students an assembly line made of machines that need little human intervention.
-  Bring students' attention to the bottle capper. Relate the ease of capping thousands of bottles with this machine, to doing it by hand. Ask students to explain why the assembly line increased productivity in the United States. Ask students to look at the large yellow machine that packs the bottles. Ask students to think about how the assembly line and the use of machines changed the lives of factory workers. Ask students to make a list with two headings, "Benefits of the Assembly Line", on one side of the paper, "Problems Caused by the Assembly Line" on the other side. Break into groups and analyze the morality of how society decides to move forward, even if some people are left behind.

### **Location-Perfect Pauses Theater. 2nd floor**

#### **Connections**

This theater showcases three ten minute movie presentations featuring Coca-Cola advertisements.



-  Video television advertisements are in 3 ten-minute segments: classic advertising, animated and international advertisements. Ask students to view the segment on international marketing throughout the world. Ask students to write down what is important in each culture as displayed in the advertising. Ask students to jot down important life style elements that are featured in each of the other segments.
-  Ask students to describe ways television changes public opinion.
-  Remind students that television has had a great impact on Civil Rights and in Presidential debates. Television has great power to change habits of viewers. For example it can change the viewers mind about a candidate, influence them to buy products, and bring social problems to the forefront. Ask students to think about and discuss a time when television changed their mind about something.

**HIGH SCHOOL**  
**Lesson Plan**  
**United States History**  
**8 Social Studies Standards Met**

***Women at War and Wartime Mobilization***

***Pre-visit Activities***

**SSUSH19** The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

- f. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

**SSUSH21** The student will explain economic growth and its impact on the United States 1945-1970.

**Objectives**

1. Students will understand how the entrance of the United States into World War II impacted the economy.
2. Students will understand why women entered the work force during WW II.
3. Students will understand sacrifices made by Americans and why they were necessary.
4. Students will explore wartime conversion, including the conversion of Coca-Cola bottling plants for American soldiers and their impact after the war.
5. Students will conduct research using the Internet.
6. Students will construct diary entries both before and during the war in the voice of a citizen of that time.

**Materials**

- ❖ Textbook
- ❖ Internet access
- ❖ One copy per student of article located at:  
[http://www.indiana.edu/~inst2010/lessons/Colon\\_Changing%20Social%20Roles%20of%20Women.pdf](http://www.indiana.edu/~inst2010/lessons/Colon_Changing%20Social%20Roles%20of%20Women.pdf)

**Time – 3 Class Periods**



**Term to Know**

1. Wartime conversion- Wartime conversion means the retooling of factories from consumer products to products needed for the war effort. For example, a car manufacturer might build jeeps or airplanes.

**Background Information**

1. Once the United States became committed to the war after the bombing of Pearl Harbor, patriotism rose throughout America. Americans were willing to recycle metals, paper, rubber, empty lipstick tubes, and cooking fats. They worked longer hours but had fewer goods to purchase due to the war effort and rationing. Politically, the nation started shifting from the social policies of Roosevelt to end the depression to the war effort. This led to a growth of Presidential power and what is now termed “bigger government”.

2. In 1940, there were still 8 million Americans without work due to the Great Depression. However, because of the war effort, there were actually labor shortages in some industries. Because of this, more and more women entered the workforce, particularly in industries that had been predominantly staffed by men. "Rosie the Riveter" became a popular way to refer to these women. By 1945, women made up 36% of the workforce.
3. War bonds were used to involve the general public in the war effort. Even fashion was influenced by the war effort, as conservation of cloth was important. Women's skirts became shorter and narrower. Men gave up vests, patches on jackets and cuffs. Americans were required to use ration cards to purchase coffee, sugar, gasoline, and meat. Industries were producing war materials and not consumer goods, which was of concern to Americans since they finally had money to spend but few consumer products to spend it on. After the war when industries returned to producing consumer goods, Americans went on a spending spree not seen before.
4. Between 1940 and 1945, the number of civilian employees that worked for the government went from 1 million to 4 million. Federal spending went from 9 billion a year to 98.4 billion. Executive power grew as a result of the war as well.
5. After the war the federal government had much more power. It could regulate economic activity as well as partially control the economy through spending and consumption. Industry was revitalized after the war and unions were strengthened.

## Procedure

### Day 1

#### Women's Roles Before WWII

1. **Ask** students to brainstorm jobs women hold in today's economy. Ask them to brainstorm which jobs women either do not hold today, or that they do hold, but is considered socially unacceptable.
2. **Review** with students the state of America at the beginning of WWII, particularly in regards to women. Print the article located on: [http://www.indiana.edu/~inst2010/lessons/Colon\\_Changing%20Social%20Roles%20of%20Women.pdf](http://www.indiana.edu/~inst2010/lessons/Colon_Changing%20Social%20Roles%20of%20Women.pdf) Distribute one copy to each student.
3. **Discuss** with students how the roles of women in society have changed, after reading the article. Remind students that these roles began to change during WWII. Discuss how these changes would have influenced economic activity after the war was over.
4. **Ask** students to write a diary entry in the voice of a man or woman who lived during the time before WWII. Ask students to include in the diary entry facts included in the article and their perception of these facts from the male/female viewpoint. Give students about ½ hour. Share diary entries with the class.

## Assessment

Use diary entries to evaluate the student's understanding of women's roles before WWII.

### Day 2

#### Women's Roles Change During WWII



Picture from:

<http://history.sandiego.edu/gen/st/~cg3/outline.html>

## Procedure

1. Review with students the roles of women before WWII.
2. Review with students the term “wartime conversion”. Discuss with students how this conversion plus the lack of men to work in the factories (they were at war) brought women into the workforce.
3. Ask students to research the roles of women during WWII using the following Websites:  
[http://www.centennialofflight.gov/essay/Air\\_Power/Women/AP31.htm](http://www.centennialofflight.gov/essay/Air_Power/Women/AP31.htm)  
<http://history.sandiego.edu/gen/st/~cg3/pagethree.html>  
<http://history.sandiego.edu/gen/st/~cg3/pageone.html>  
<http://history.sandiego.edu/gen/st/~cg3/pagefour.html>
4. Discuss what students have discovered through their research.
5. Ask students to do a second diary entry of the same person’s diary started in the day 1 activity. Students should give their perceptions of the changes experienced in roles of women and how they are perceived to affect society from either a male or female perspective. Remind students that the diary entries need to be substantiated by facts found in their research.
6. Diary entries can be shared with the class.

## Assessment

Use the diary entry to assess the research done by the student, as well as their understanding of women’s roles during WWII.

## Coca-Cola Supports the War Effort

### Day 3

1. Explain to students that supporting the war effort involved not only activity at home, but in the war zone as well. Teachers can either give printouts of the articles below or allow students to use the Internet for research.
2. Ask students to read/research how The Coca-Cola Company mobilized bottling plants to serve United States soldiers in the war zones and how this mobilization affected the economic activity of The Coca-Cola Company.
3. Use the following sites for research:  
<http://xroads.virginia.edu/~class/coke/coke1.html>  
<http://www.coca-colacompany.com/stories/2008/11/coke-and-the-us.html>  
<http://heritage.coca-cola.com/timeline.swf>
4. Ask students to write an essay to explain how the mobilization initiated by The Coca-Cola Company impacted both the soldiers during WWII and the company during and after the war.

## Assessment

Use the essay to assess the student’s understanding of how mobilization impacted soldiers and economic activity.

## Closing

Remind students that they will be seeing displays at the World of Coca-Cola that relate to the research they have done over the past few days. Advertisements often reflect the culture of the time. Ask students to take special notice of how women roles are depicted in Coca-Cola advertisements over time. Tell students that they will also be seeing many “green” features at the World of Coca-Cola. Remind them to take good notes about these green features, as they will need these notes in the post-activity.

## Gifted Connection

Ask gifted students to research and report on how and who developed the Fanta beverage for The Coca-Cola Company and its implications at the time.

# Silent Spring: Ecology in America

## Post-visit Activity

**SSUSH24** The student will analyze the impact of social change movements and organizations of the 1960's.

- g. Explain Rachel Carson and Silent Spring, Earth Day, the creation of the EPA, and the modern environmentalist

## Objectives

1. Students will understand why the environmental movement came about.
2. Students will see a short video on Rachel Carson.
3. Students will work in groups to construct a song about environmentalism.

## Materials

- ❖ Internet access

## Time – 1 Class Period



## Procedure

1. **Ask** students to take out notes from their visit to the World of Coca-Cola attraction. Discuss the “green” technologies and innovations they noticed.
2. **Tell** students that the idea of being “green” is only a few years old. In fact for many years, the idea that technology could cause harm wasn’t a consideration.
3. **Show** the video on Rachel Carson located at:  
<http://www.cbsnews.com/stories/2007/04/22/sunday/main2714532.shtml>
4. **Ask** students to break into groups to discuss how the modern environmentalist movement has changed America.
5. **Ask** students to take the tune of either “Row, row, row your boat” or “Twinkle, twinkle little star” and compromise new words to explain how environmentalism has changed America.

## Closing

Discuss with students “green” technologies seen at the World of Coca-Cola, and also other technologies that are being undertaken on a national level and the implications of this undertaking. Discuss why a company like The Coca-Cola Company would have put so much effort into making their building as “green” as possible.

## Assessment

Assess students’ ability to work in groups to create an acceptable product.

## Gifted Students

Ask gifted students to conduct research and write a report about how the EPA was founded, it’s job in protecting citizens, and evidence of its effectiveness. The report could be written, presented as a TV show, or as a poster.