

Grade 9

Georgia Performance Standards Self-Guided Tour for Teachers 14 English/Language Arts 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.

<p>ELA9RC2 The student participates in discussions related to curricular learning in all subject areas. The student:</p> <ul style="list-style-type: none">b. Responds to a variety of texts in multiple modes of discourse.e. Examines the author's purpose in writing.
<p>ELA9LSV1 The student participates in student-to-student, student-to-teacher, and group verbal interactions. The student:</p> <ul style="list-style-type: none">c. Responds to questions with appropriate information.g. Gives reasons in support of opinions expressed.
<p>ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</p> <p>Critical component: When responding to written and oral texts and media (e.g. television, radio, film productions, and electronic media), the student:</p> <ul style="list-style-type: none">a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.
<p>ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student:</p> <ul style="list-style-type: none">a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.d. Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than a passive voice.e. Writes texts of a length appropriate to address the topic or tell the story.g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

The attached activity document should be printed out for each student. They will fill out questions as they proceed through the World of Coca-Cola attraction.

Note to teacher...students will need room to write their responses. I have provided approximate what space they will need for each answer. This document is 3 pages long.

Language Arts Activity Document

World of Coca-Cola

Name _____

Directions Take this document with you as you tour the World Coca-Cola. Answer the questions as you proceed through the attraction. Make sure you read all information and view videos to gain information you will need to answer the following questions.

1. Summarize in one or two paragraphs why and how Coca Cola became an international company. Be sure to include anecdotes, action verbs, sensory details, descriptions, fact and statistics and/or specific examples in your summary.
2. Examine Gallery 7, Within an Arm's Reach of Desire. Why do you think it was important to The Coca-Cola Company to put a Coca-Cola dispenser in space?
3. As you proceed through the attraction you will notice innovations by The Coca-Cola Company that failed, (Gallery 5 - The Contour Bottle, Gallery 10-Beverage Choices, Pop Culture, etc.). Write a good paragraph below that answers this question: Is failure important for success? Be sure to give supporting details, anecdotes, descriptions and specific examples to support your opinion.
4. Notice the variety of posters and plaques that provides information on how The Coca-Cola Company has implemented green technology throughout the building. Write a good paragraph below that explains why you think The Cola-Cola Company has put so much effort into this area. Why would the company explain their efforts to attraction visitors?

Grade 9

Lesson Plan 14 English/Language Arts Standards Met

Good Ideas!

Pre-visit Activity

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas. The student:

b. Responds to a variety of texts in multiple modes of discourse.

ELA9LSV1 The student participates in student-to-student, student-to-teacher, and group verbal interactions. The student:

c. Responds to questions with appropriate information.

g. Gives reasons in support of opinions expressed.

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student:

a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.

b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.

d. Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than a passive voice.

e. Write texts of a length appropriate to address the topic or tell the story.

g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Objectives

1. As groups, students will conduct research on one Coca-Cola innovation.
2. Students will give and support reasons why they believe the innovation was successful.
3. As groups, students will do research on one innovation by another company of their choice that was successful.
4. Students will fill out a T chart graphic organizer.
5. Students will get into groups of 2-3 students to present a song about what has been learned about innovation.

Materials

- ❖ Access to the Internet

Time– 2-3 Hours



Procedure

1. **Remind** students that their field trip to the World of Coca-Cola is coming soon. Next, discuss the meaning of

innovation.

2. **Tell** students that they will be seeing a number of innovations throughout Coca-Cola's history. To prepare for the field trip students, they will be getting into groups to research one innovation in Coca-Cola's history that has been successful. They will then choose one other company and research one innovation at that company that has been successful.

3. **Each** person in the group will fill out a T chart graphic organizer to organize information learned.

4. **Students** will then make up an original song about innovation.

5. **Students** will present their songs to the class.

5. **Students** will individually write one paragraph giving their opinion about why innovation is or is not important to corporations. The opinions must be supported by facts learned in the research.

Closing

Tell students that when they go to the World of Coca-Cola, they will see a number of Coca-Cola innovations that were not as successful as others. Ask students to think about why some innovations are not successful. Remind students that during the field trip, each student will be given a form to fill out as they progress through the attraction. Remind students to read through the document before beginning the trip through the attraction.

Assessment

Teachers may assess both the songs done in groups, as well as the paragraph written individually.

Attachment

T Chart

Coca-Cola Innovation

Innovation

Coca-Cola Innovation	Innovation

Helping Out!

Post-visit Activity

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas. The student:

- b. Responds to a variety of texts in multiple modes of discourse.
- e. Examines the author's purpose in writing.

ELA9LSV1 The student participates in student-to-student, student-to-teacher, and group verbal interactions. The student:

- c. Responds to questions with appropriate information.
- g. Gives reasons in support of opinions expressed.

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student:

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- d. Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than a passive voice.
- e. Write texts of a length appropriate to address the topic or tell the story.
- g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Objectives

1. Students will analyze why companies offer economic help to people in other countries, as well as to charities at home.
2. Students will individually conduct research about one area in which The Coca-Cola Company provides aid and assistance to others.

Materials

- ❖ Access to the Internet

Time– 2-3 Hours



Procedure

1. **Ask** students to get out the document they filled out during their trip to the World of Coca-Cola. Discuss answers to question one.
2. **Ask** students to get into groups to discuss why companies would use their profits to help causes and people around the world. Ask each group to summarize their views in a one-paragraph presentation.
3. **Ask** one person from each group to read their paragraph.
4. **List** on the board reasons companies offer aid.
5. **Ask** students to individually research one area of aid that The Coca-Cola Company takes part in. Each student should find as much information as possible on this one area.

Closing

Ask students what they learned about The Coca-Cola Company that surprised them. Ask how this knowledge has influenced them in any way.

Assessment

Assess how students conduct research about how The Coca-Cola Company provides aid and assistance to others.

Gifted Connection

Ask gifted students to find out ways that the United Nations has worked with corporations to help people around the world. They should present their research in an innovative way.