



## Grades 10,11,12

### Georgia Performance Standards Self-Guided Tour for Teachers 15 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.

**ELABLRC2** 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.  
d. Evaluates the merits of texts in every subject discipline.

**EELAALRL1** The student demonstrates comprehension by identifying evidence (e.g. diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g. short story, novel, essay, editorial, biography, and drama) and using this evidence as the basis for interpretation. Critical Component: The student identifies, analyzes and applies knowledge of the purpose, structure and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding. The student:  
a. Analyzes and explains the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches and essays.

**ELAALRC3** The student acquires new vocabulary in each content area and uses it correctly. The student:  
a. Demonstrates an understanding of contextual vocabulary in various subjects.  
b. Uses content vocabulary in writing and speaking.  
c. Explores understanding of new words found in subject area texts.

**ELABLRC4** The student establishes a context for information acquired by reading across subject areas. The student:  
a. Explores life experiences related to subject area content.  
c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

**ELABLRL4** The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student:  
c. Supports important ideas and viewpoints through accurate and detailed references to the text and/or to other relevant works.  
f. Imitates a variety of literary forms to demonstrate understanding (e.g. sonnet, ballad, satire).

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.

**Language Arts Activity Document**  
**World of Coca-Cola**

Name \_\_\_\_\_

**Directions** Take this document with you as you tour the World of Coca-Cola attraction. 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. Review the following questions before beginning your tour. Use complete paragraphs when answering the questions.

1. After viewing all information found in gallery one of Milestones of Refreshment (John Pemberton invents Coca-Cola), write an editorial for the local paper of that period in history, giving your opinion about the invention of this product. Remember, you do not know the future of Coca-Cola at the time of the editorial.
2. After viewing the information in both written and media form in all Milestones of Refreshment galleries, draw a four-frame comic strip that summarizes the growth of The Coca-Cola Company.
3. Evaluate the information in text and graphic depictions that are found in Bottleworks. Is the information effective? What does The Coca-Cola Company hope to achieve through their presentation? In your opinion, was the presentation effective?
4. As you proceed through the galleries in Milestones of Refreshment, keep your eyes open for letters and documents written by people of the time period. Evaluate one of these documents for its structure and elements.
5. In gallery 8 in the World War II case, you will notice information and documents concerning the bottle of Coca-Cola given to the first African-American to shoot down an enemy plane. Think back in your life. What one thing have you done that you think warrants a special bottle of Coca-Cola?
6. How would you evaluate the effectiveness of the information found throughout the World of Coca-Cola attraction? How does the language, style, syntax, meet the company's purposes?
7. After viewing all galleries in Milestones of Refreshment, Bottleworks and Pop Culture (on the second floor) compose a sonnet called, "Ode to a Coke Bottle". Write the sonnet on the back of this sheet of paper. Be sure and include information gained on your tour.



## Grades 10,11,12

### Lesson Plan 15 English/Language Arts Standards Met

#### What a Logo!

##### *Pre-visit Activity*

- ELABLRC2** 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.
  - d. Evaluates the merits of texts in every subject discipline.
- ELAALRC3** The student acquires new vocabulary in each content area and uses it correctly. The student:
- a. Demonstrates an understanding of contextual vocabulary in various subjects.
  - b. Uses content vocabulary in writing and speaking.
  - c. Explores understanding of new words found in subject area texts.
- ELABLRC4** The student establishes a context for information acquired by reading across subject areas. The student:
- a. Explores life experiences related to subject area content.
  - c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.
- ELABLRL4** The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student:
- c. Support, important ideas and viewpoints through accurate and detailed references to the text and/or to other relevant works.
  - f. Imitates a variety of literary forms to demonstrate understanding (e.g. sonnet, ballad, satire).

##### **Objectives**

1. Students will research the history of the Coca-Cola logo as well as one other company logo.
2. Students will write a summary of the two logos including the history, as well as giving his or her opinion concerning which logo satisfies the needs of the company best and why.
3. Students will pick one company and make a new logo for that company. Students will then write a paragraph detailing why this logo is superior to the one currently being used by the company.
4. Students will prepare a sales-pitch to the company outlining why the new logo represents their company better than their old one currently does. Students may use charts if desired.
5. Students will present their sales-pitch and logo to the class.

##### **Materials**

- ❖ Access to the Internet at: [http://www.logoblog.org/coca\\_cola\\_logo.php](http://www.logoblog.org/coca_cola_logo.php)
- ❖ Art materials such as markers, paints, colored chalk etc.
- ❖ Chart paper if desired

##### **Time– 2-3 Hours**



## Procedure

1. **Remind** students that they will be going to the World of Coca-Cola soon.
2. **Ask** students to describe the Coca-Cola logo. (The name Coca-Cola written in red letters) Ask why companies use a logo? Are there any company logos that students think are ineffective? Discuss what makes a logo effective or ineffective.
3. **Ask** students to do research on the Coca-Cola logo, as well as another logo used by the company of their choice.
4. **Give** students access to the Web site: [http://www.logoblog.org/coca\\_cola\\_logo.php](http://www.logoblog.org/coca_cola_logo.php)
5. **Students** will write a brief history of the Coca-Cola logo as well as the history of one other product logo.
6. **Students** will choose one logo from the company of their choice and create a new logo that will represent the company better than their current logo. Students will then write a paragraph about how their logo is superior to the one currently being used.
7. **Students** will prepare a sales-pitch to present to the company (the class) to convince them that their new design should be adopted company-wide.

## Closing

Tell students that they will be seeing information about the Coca-Cola logo at the World of Coca-Cola and they will be given the opportunity to try and reproduce it. Remind students that during the 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

Teacher can use the paragraphs written by students for assessment, as well as the sales-pitch presentation.

## Ode to a Coke Bottle

### *Post-visit Activity*

- ELABLR2** The student participates in discussions related to curricular learning in all subject areas. The student:
- a. Responds to a variety of texts in multiple modes of discourse.
- ELAALRC3** The student acquires new vocabulary in each content area and uses it correctly. The student:
- a. Demonstrates an understanding of contextual vocabulary in various subjects.
  - b. Uses content vocabulary in writing and speaking.
- ELABLR4** The student establishes a context for information acquired by reading across subject areas. The student:
- a. Explores life experiences related to subject area content.
  - c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.
- ELABLRL4** The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student:
- f. Imitates a variety of literary forms to demonstrate understanding (e.g. sonnet, ballad, satire).

## Objectives

1. Students will use the “Ode to a Coke Bottle” poem written at the World of Coca-Cola attraction to create a fictional history of the author.
2. Students will create a fictional newspaper article critiquing the poem.
3. Students will use the poem to create a picture poem from their “Ode to a Coke Bottle”.

## Materials

- ❖ Art materials such as colored chalk, paint, markers, etc.
- ❖ Internet access

## Time– 2 Hours



## Procedure

1. **Ask** students to take out the form they filled out while at the World of Coca-Cola.
2. **Explain** to students that they will be using their “Ode to a Coke Bottle” and creating a history for the poem.
3. **Ask** students to pretend that the poem was written in 1894 when Coke was first sold in a bottle. Ask students to write a history of the poet who created the poem. Ask students to use their imagination as they think through their writing.
4. **Next** ask students to write a critique found in the newspaper of the time about the Ode.
5. **Students** should next go to Google, then type in “Picture Poems” and go to the “image” link in the upper left hand corner. This will bring up a variety of picture poems for students to use as they prepare to turn their Ode into a picture poem.
6. **Ask** students to use one of these forms to create their own picture poem of their “Ode to a Coke Bottle” poem.

## Closing

Ask students to remember the Pop-Art section of their field trip. In what ways was the Coca-Cola product used as art? Ask students to list things they learned about Coca-Cola that surprised them during their field trip.

## Assessment

Teachers can assess the history and critique written by the students, as well as the picture poem.