



HIGH SCHOOL

World History

Georgia Performance Standards Self-Guided Tour for Teachers 9 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.

- SSWH21** The student will analyze globalization in the contemporary world.
- a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.
 - b. Analyze global economic and political connections to include multinational corporations, United Nations, OPEC, and the World Trade Organization.
- SSWH18** The student will demonstrate an understanding of the global political, economic & social impact of World War II.
- a. Describe the major conflicts and outcomes including Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.
- SSWH19** The student will demonstrate an understanding of the global social, economic and political impact of the Cold War and decolonization from 1945 to 1989.
- e. Analyze efforts in the pursuit of freedom to include, anti-apartheid, Tianamen Square, and the fall of the Berlin Wall
- SSWH21** The student will analyze globalization in the contemporary world.
- b. Analyze global economic and political connections to include multinational corporations, United Nations, OPEC, and the World Trade Organization.

Location-The Lobby

Connection

There are a number of large decorated Coca-Cola bottles located in the central area of the lobby as you arrive. Approximately 200 countries were invited to decorate a bottle to represent their country.



Bring students' attention to the large Coca-Cola bottle display in the central part of the lobby. During the 1996 Atlanta Olympic Games, about 200 countries were invited to decorate a bottle to represent their

Classified - Unclassified

country. The collection was on display during the Atlanta Olympic Games, and has been displayed in various places ever since. You will notice other bottles located in various locations in the Hub after you leave the first theatre. Other bottles are located in different areas in Atlanta, or are on tour. Since 1928, The Coca-Cola Company has been a major sponsor of the Olympic Games.

- 🍷 Ask your students to explain how globalization has allowed approximately 200 countries all over the world to be so familiar with the Coca-Cola product that they would accept the offer to make and decorate a Coca-Cola bottle in the style of their own country. Students probably cannot answer the question at this point in your tour. However tell them you will ask the question again at the end of the tour. At that point, they will be expected to answer in a knowledgeable way.

Location-Milestones of Refreshment. Gallery 4 (Early Bottling)

Connections

This Milestones of Refreshment gallery features bottling operations both in the United States (as shown on the bottling wall) and internationally (as shown by the yellow truck from Argentina).

- 🍷 Bring your students' attention to both the bottling wall and the yellow truck from Argentina. Ask students to view the videos located in this room.
- 🍷 Ask your students how bottling in other countries, such as Argentina, was the beginning of globalization as we see it in the world today. (Entrepreneurs who opened bottling plants not only added to their own country's economy, but they also added more profit for The Coca-Cola company in the United States, as well. When one company is successful in another country, other companies are encouraged to do the same, increasing globalization.)
- 🍷 Ask students to discuss how the connections of multinational corporations impact politics in the world today.

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.






- 🍷 Explain to students that "Cocacolonization" is a word that explains the role of Coca-Cola as a universal influence of the "American Way" in the Cold War period. Scholar Richard Kuisel states, "Perhaps no commercial product is more thoroughly identified with the United States...Coca-Cola was fast becoming a universal drink".
- 🍷 Ask students to discuss and analyze how the use of one product used worldwide can enforce the concept of freedom and democracy. Ask students to explain how one product can be seen as a threat to political systems.

**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 your students' attention to the World War II case in this gallery. After allowing them to read the information, (or ask the ambassador to give your students a short tour of the gallery), ask them to write or explain how the bottling plants sent to provide Coca-Cola to U.S. soldiers led to globalization. (When soldiers left after the war, entrepreneurs took over the plants and made them into industries important to the economy of their country. Many other industries such as glass and sugar production grew up to support the bottling industry.. These industries are still in use today.) Ask students to list economic impacts this would have on European and Asian countries after WWII.
-  In the WWII glass case are letters from the troops thanking Coca-Cola for setting up bottling plants and being able to send Coca-Cola to them. Over 5 billion servings of Coca-Cola were distributed to U.S. troops during the War. Ask students to read these letters.
-  Ask students to look at the wall containing Coca-Cola advertising in various languages. Ask students to identify as many countries as possible that these languages represent. Ask students to explain how people around the world are connected through the use of universal products such as Coca-Cola.

Location- Taste It, 2nd Floor



Connections

This area allows students to taste a variety of products manufactured by The Coca-Cola Company around the world. The Beverage Connoisseur will speak to with your students about kosher products.

-  Ask students to taste Coca-Cola products from other continents and Latin America. This is a good time to ask the initial question that was asked in the lobby. How has globalization allowed approximately 200 countries all over the world to be so familiar with the Coca-Cola product that they would accept the offer to make and decorate a Coca-Cola bottle in the style of their own country?
-  Ask students if Coca-Cola products sold outside the United States, such as a beverage called Beverly sold in Italy, would be popular if they were sold in the United States. Make a list of products that are sold elsewhere that could be popular in America, and those that may not sell as well.
-  During the tour, your students have been taking notes on the growth of The Coca-Cola Company. Tell students that Coca-Cola Enterprises PAC supports U.S. candidates for political office who share and support the views of Coca-Cola and its local bottling companies. At Coca-Cola Enterprises, all employees understand the key issues confronting the company and recognize that individual involvement is a positive step in supporting community and political leaders across the country. Ask students how the actions of large companies impact democracy in the United States. Ask students to name other large companies and the influence they have on United States politics, as well as world politics.



HIGH SCHOOL

Lesson Plan

World History

9 Social Studies Standards Met

Go Global!

Pre-visit Activity

SSWH21 The student will analyze globalization in the contemporary world.

- c. Analyze global economic and political connections to include multinational corporations, United Nations, OPEC, and the World Trade Organization.

Objectives

1. Students will analyze how globalization has influenced the modern world.
2. Students will understand the history, purpose, and impact of the WTO.
3. Students will explore the pros and cons of globalization.

Materials

- ❖ One copy of article located at:
http://www.nytimes.com/learning/teachers/featured_articles/20020404thursday.html
- ❖ Access to the Internet

Time – 2-3 Class Periods



Procedure

1. **Hold** up a number of items that have been imported from other countries including clothing, electronics, and toys. Ask students what these things have in common. Then read from the packaging or tags what country they came from. Ask students why they think trade with other countries is helpful/harmful. Ask students to check the clothing they are wearing as well as items in their book bag to see how many of these items are made in another country. List these on the board.
2. **Ask** students if they think trade is always fair. Discuss. Tell students that the World Trade Organization (WTO) is an institution that was set up to “ensure that trade flows as smoothly, predictably and as freely as possible resulting in a more prosperous, peaceful and accountable economic world.”
3. There is a great deal of mistrust of the WTO, and groups often protest against its activities. Ask students to go to: http://www.wto.org/english/thewto_e/whatis_e/10mis_e/10m00_e.htm to explore what the WTO organization feels is and what is not their mission. If the teacher wishes, rather than using a computer, this presentation can be downloaded and printed out from the Website to give to students.
4. The question is, is this organization helpful or not? There are many opinions on this subject. Ask students to read the following Websites to gain information on both helpful and non-beneficial aspects of this organization. As they read, ask students to fill out a T chart, one side labeled “Pros of WTO” the other labeled “Cons of WTO”:

What is the World Trade Organization?

http://www.wto.org/english/thewto_e/whatis_e/tif_e/fact1_e.htm

Classified - Unclassified

Exports vs food security in Mexico:
<http://www.rethinkingschools.org/publication/rg/RGRich.shtml>

Information on the WTO
<http://www.globalexchange.org/campaigns/wto/>

The WTO in action: Case studies:
<http://www.rethinkingschools.org/publication/rg/RGWto.shtml>

5. **Distribute** the article located at:
http://www.nytimes.com/learning/teachers/featured_articles/20020404thursday.html Read and discuss how the WTO has influenced the political, social, and ecological landscape of nations.
6. **Ask** students to work together in pairs to prepare either a poster that is pro WTO, or one against. Students must include facts gained from research.
7. **Share** posters with the class.

Assess

Use the poster made by pairs of students for the assessment.

Closing

Remind students that they will see many examples of the growth of world trade during their field trip to the World of Coca-Cola. Tell them they are responsible for taking notes on how The Coca Cola Company became an international enterprise. These notes will be used for the post-visit activity.

A World of Coca-Cola!

Post-visit Activity

SSWH21 The student will analyze globalization in the contemporary world.
b. Analyze global economic and political connections to include multinational corporations, United Nations, OPEC, and the World Trade Organization.

Objectives:

1. Students will read articles about globalization as it concerns The Coca-Cola Company.
2. Students will write about globalization as it applies to The Coca-Cola Company.
3. Students will analyze the impact of globalization.

Materials

- ❖ Notes from field trip to The World of Coca-Cola.
- ❖ First five pages copied from: <http://www.time.com/time/magazine/article/0,9171,820569,00.html>.

Time – 1 Class Period



Procedure

1. **Ask** students to take out their notes from the field trip to the World of Coca-Cola. Discuss how The Coca-Cola Company became an international company.
2. **Copy** the first five pages of Time magazine's cover article in the May 15th, 1950's article concerning the globalization of Coca-Cola. Copy one set per student.
<http://www.time.com/time/magazine/article/0,9171,820569,00.html>
3. **Ask** students to read the article, and discuss.
4. **Ask** students to use their notes from the field trip and the Time magazine article to write one page about how the globalization of The Coca-Cola Company has affected people throughout the world, and why it is important to the economies those nations.

Assessment

Use the composition written by students to assess their understanding of globalization.

Closing

Discuss how international companies have impacted the economies of both first and third world companies throughout the world. Evaluate the value of international trade.

English Language Learners

If your English Language Learners have not been in the country long, allow them to tape record their report.

Gifted Connection

Ask gifted students to choose another American company that has an international presence. Their job is to research that company's history and report on how this company has impacted not only the economy of other countries, but America as well. Students must decide on what method to use as they present their information to the class.