Grade 7

Georgia Performance Standards Self-Guided Tour for Teachers 10 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.

**SS7E3** The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa

  a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
  b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
  c. Describe the role of entrepreneurship.
  d. Evaluate how the literacy rate affects the standard of living.

**SS7G12** The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.

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).

- The Coca-Cola Company built bottling plants in both Nigeria and South America before and after WWII. It was necessary for Coca-Cola to work with these two governments as they helped entrepreneurs produce the product, distribute it, and pay taxes and tariffs. Discuss with students why the foreign investment of U.S. companies in third world countries can help raise the Gross Domestic Product of that foreign country. (foreign investment provides jobs)
- Ask students to discuss problems that might occur between a company who wants to manufacture its product in a foreign country and that country’s government. Ask students if investments in human capital would be necessary in the production of the Coca-Cola product in another country. What would these investments be? (Education and training would be necessary so workers could read directions, learn how to work machinery, etc.)
- Ask students how the investment in people through education and training in Coca-Cola production helps
their country's GDP. (More educated workers earn more and possibly become entrepreneurs themselves, giving income to a country through taxes and exports.) How does investment in capital resources such as factories, machinery, and technology affect GDP? (factories and machinery must be produced which gives jobs to locals, as new companies grow and prosper more taxes are collected, exports bring tariffs and taxes to the government)

**Location-Milestones of Refreshment, Gallery 8**

**International Expansion**

**Connections**

This Milestones of Refreshment gallery features a World War II case that features how The Coca-Cola Company provided the Coca-Cola product to soldiers during World War II.

- Bring your students' attention to the World War II case. Ask students to read the information provided in the case. In order to provide soldiers the opportunity to buy Coca-Cola for 5 cents wherever they were stationed during the war, mobile bottling plants were shipped to areas all over the world. Ask students to use what they know to describe how entrepreneurship, investment in capital and human resources took these mobile plants from small WWII plants to the international bottling companies they are today.

**SS7G8** The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

  a. Explain the differences between an ethnic group and a religious group.

**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 talk with your students about kosher products.

- Ask the Beverage Connoisseur in Taste-It to speak with your students about kosher Coca-Cola beverages and who drinks them. They are enjoyed by ethnic groups from the Middle East and religious groups from Israel, Jordan, and Lebanon. Ask students what the difference is between the terms ethnic group and religious group. (An ethnic group is people of the same race or nationality who share a particular culture; a religious group is any group of people who share a religion that operates under a common name, tradition, and identity.)
- Ask students to take out a piece of paper and partner with a buddy. Ask pairs to list as many religious groups and ethnic groups as they can think of that live in their area.
- Tell students that in New York City, different sugars are used for Coca-Cola during the Passover season. This is done because of the large Jewish community that lives in New York. These beverages are marked with a “K” as being kosher and approved for their enjoyment, according to the guidelines of their faith.
Grade 7

Lesson Plan
10 Social Studies Standards Met

Religious Groups of the Middle East

Pre-visit Activity

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).
   b. Explain the differences between an ethnic group and a religious group.

Objectives

1. Students will use the Internet to gain information about a Middle Eastern religion.
2. Students will work together to construct a Power Point presentation about their assigned religion.
3. Students will construct a ten question quiz about their poster.

Materials

 Computers with Internet access
 Access to a Power Point program

Time – 3-4 Class Periods

Procedure

1. **Open** the discussion by asking: What is a group?
2. **Explain** to students that the Middle East has a combination of many religious, ethnic, and linguistic groups. Ask students to list facts that the class knows about the Middle East. Write these on the board.
3. **Use** a class map to locate countries in the Middle East. Tell students that there are three main religions in this area; Islam, Judaism and Christianity.
4. **Divide** the class into three groups to research religion in the Middle East. Give the job of researching Islam to one group, Judaism to another, and Christianity to the third group. Students can use the following Web sites for research:

   Islam for students
   http://atschool.eduweb.co.uk/carolrb/islam/geography.html
   http://resources.woodlands-junior.kent.sch.uk/homework/religion/Islam.htm

Classified - Unclassified
Judaism for students
http://atschool.eduweb.co.uk/carolrb/judaism/judai1.html
http://resources.woodlands-
junior.kent.sch.uk/homework/religion/jewish.htm

Christianity for students
http://www.woodlands-junior.kent.sch.uk/Homework/religion/jewish.htm
http://resources.woodlands-
junior.kent.sch.uk/homework/religion/christian.htm

5. Each group is responsible for using the above sites to research their assigned religion and produce a Power Point presentation that gives the following information:
   a. Famous leaders
   b. Customs
   c. History
   d. Other important facts
6. Once the Power Point has been completed, each group should construct a ten-question quiz about their presentation. Each group should have enough copies of the test for the class to take the quiz after the presentation is presented to the class.
7. Present the Power Point presentations, followed by the short quiz. Go over answers together.

Closing
Remind students that they will be talking with the Beverage Connoisseur on their trip to the Coca-Cola attraction. He/She will be sharing information about kosher beverages produced by The Coca-Cola Company, who drinks them, and why.

Assessment
Use the poster for this lesson’s assessment. Also, use the quiz produced by each group to assess their understanding about areas of importance regarding their assigned topic.

Ethnic Groups of the Middle East

Post-visit Activity

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).
   c. Explain the differences between an ethnic group and a religious group.

Objectives
1. Students will use a Venn diagram to compare and contrast information about two ethnic groups found in the Middle East.
2. Students will conduct research.
3. Students will write a paragraph explaining the difference between religious and cultural groups.

Materials
- Text books
- Internet access
- Large paper for Venn diagram
- One copy of information on Internet site:
  http://www.globalsecurity.org/military/library/report/1997/arab_culture/e1ethnic.pdf, one per student

Time – 2-3 Class Periods

Classified - Unclassified
Procedure

1. **Review** with students what they learned from the Power Point presentation given earlier, and the information they received from the Beverage Connoisseur from their field trip to the World of Coca-Cola.

2. **Explain** to students that today they are going to begin researching ethnic groups in the Middle East.

3. Make one copy for each student from the Web site: [http://www.globalsecurity.org/military/library/report/1997/arab_culture/e1ethnic.pdf](http://www.globalsecurity.org/military/library/report/1997/arab_culture/e1ethnic.pdf) This Web site gives a very brief description of ethnic groups found in the region. Ask students to read over the page and choose two groups they will research.

4. **Ask** each student to use their text book, the Internet, and trade books to produce a Venn diagram to compare and contrast two ethnic groups.

5. **Remind** students that their Venn diagram needs to be labeled, and include entries in all three areas of the diagram. The teacher may choose to give a rubric for performance requirements.

6. As individual students share their Venn diagrams with the class, ask the rest of the class to take notes on each ethnic group as it is presented. Since some ethnic groups will be covered more than once, remind students to give each ethnic group a full page for notes.

7. **Group** students in teams of 3-4. Discuss the similarities and differences between ethnic groups as presented. Ask students to speculate on which groups would get along well and which would be more likely to have disagreements with each other.

8. **Ask** students to write one paragraph explaining the difference between a religious and an ethnic group.

Closing
Ask students how the information they received from the Beverage Connoisseur relates to what they have learned about religion and culture in the Middle East.

Assessment
Use the Venn diagram and the written paragraph for assessments.

Gifted Connection
Ask gifted students to do an in-depth study of either one religious group or one cultural group in the Middle East. They will present their information as they take on the persona of a person of that religion or cultural group. They will give a short presentation of what they believe (based on their research). The class will then ask questions about these beliefs and practices based on the student’s expertise in this area.

Classified - Unclassified