



Grade 8

Georgia Performance Standards Self-Guided Tour for Teachers 7 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.

SS8E2 The student will explain the benefits of free trade.

- a. Describe how Georgians have engaged in trade in different historical time periods.
- b. Explain Georgia's role in world trade today.

SS8E3 The student will evaluate the influence of Georgia's economic growth and development.

- a. Define profit and describe how profit is an incentive for entrepreneurs.
- b. Explain how entrepreneurs take risks to develop new goods and services to start a business.
- c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

Location-The Lobby

Connections

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



 Georgia's economic growth and development led to Atlanta being chosen as the site of the 1996 Centennial Olympic Games. Ask students to observe the large decorated Coca-Cola bottles located in the lobby as you arrive. During the 1996 Olympic Games, approximately 200 countries were invited to decorate a bottle to represent their country. The collection was on display during the 1996 Olympic Games in Atlanta, 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 theater. Other bottles are located at various locations in Atlanta or are on tour.

 Since 1928, The Coca-Cola Company has been a major sponsor of the Olympic Games. Ask your students why they think companies would spend money sponsoring sporting events (gives great exposure to product, to support community, to give support to particular sporting events). Ask students if they think these sponsorships lead to greater profit for the company even though the costs of sponsorship are high.

Location-Milestones of Refreshment. Gallery 1 **(John Pemberton Invents Coca-Cola)**



Connections

This gallery showcases the invention of Coca-Cola. Students will notice the coupons in the glass case on the soda fountain and watch the short videos provided in the gallery.

-  View the video clips in the first gallery. Review the concept of “entrepreneur” with your students. Ask your students how John Pemberton fit the definition of an entrepreneur. (he developed a new formula for a drink, started the first factory to make the syrup, got a patent for the formula) Ask students what risks and problems stood in his way. (he risked money in the development of the product, he failed many times, he had to find a way to get people to buy the new product)
-  Ask students to explain why the possibility of profit would have influenced Pemberton to risk his own money (capital) on the development of a new product.
-  Bring your students’ attention to the coupons located in the glass on the top of the soda fountain. Pemberton only owned the Company for a few years. He then sold it to Mr. Asa Candler who was a marketing whiz. Candler developed the concept of coupons for a free Coke to get people to try the new product. Ask your students why the owner of a company would give his/her product away. Explain two impacts this free product give-away will have on profit. (At first it may make less profit, but in the long run much more profit could be generated as people who never would have tried the product discover that they like it.)
-  Ask your students what the function of business is in producing goods. (to make a profit by giving public something they desire or need) Ask students to describe what profit actually is. (It is the money left over after a company pays all of its obligations.)
-  Ask students to jot down ways that The Coca-Cola Company has been important to Georgia over the years. When the tour is over, ask students to share their lists.

Location-Milestones of Refreshment. Gallery 3 **(Early Marketing)**



Connections

This gallery showcases innovations in marketing by Asa Candler. Students will notice advertisement for Coca-Cola at 5 cents a glass.

-  Point out to students the numerous advertisements for Coca-Cola at 5 cents a glass or bottle. This price stayed the same for more than 70 years. Other goods and services went up in price over that time. Ask your students why they think Coca-Cola made the decision not to raise their price for over 7 decades. (kept it very affordable, since more people would buy it the Company made more money)
-  Ask students’ to discuss this challenge faced by companies regarding pricing of their product. Should the company charge more for a product and sell less or charge less for the product and sell much more? Which decision has more potential to make the company the most profit? Which decision would have the most impact on the consumer?
-  When Candler took over The Coca-Cola Company, he took many risks in marketing the product. He did things that had never been done before such as using coupons to give customers a free Coke, advertising in magazines and newspapers, placing the Coca-Cola name on products, etc. When Candler first came to Atlanta in 1873, he had \$1.75 in his pocket. When he sold the company in 1919 he sold it for \$25 million. Ask students to name risks that current companies take to make profit.

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



Connections

This Milestones of Refreshment gallery showcases the growth of Coca-Cola bottling plants both nationally and internationally. Students will notice the yellow truck from Argentina.

-  Explore with your class the expansion of the bottling operation starting in Chattanooga, TN. Show the expansion of the bottling plants with the lighted map and the touch screens.
-  Ask students how they think the expansion of the bottling plants impacted economic activity in the areas where they were started (more jobs for people, they could then spend more money on other products in the area) and here in Georgia. (As more syrup was needed throughout the United States more jobs were created in Georgia.)
-  Ask students to write one sentence that summarizes the expansion of Coca-Cola from 1899 to the present and how this impacted Georgia.
-  Read with your students the information around the yellow truck from Argentina. Ask students how the bottling plant in Argentina would help economic activity both in Argentina and in the United States. (many jobs provided in Argentina such as in Coca-Cola bottling factories, glass factories to make the bottles, sugar production, delivery jobs, sales of the Coca-Cola syrup contribute to jobs and profit in the United States)

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



Connections

Through a tour with the ambassador in this gallery, students will notice how Coca-Cola has played an important role in world trade.

1. Ask the ambassador in this gallery to give your students a short tour. Ask students to pay close attention to the importance of Georgia's Coca-Cola Company in the area of world trade.
2. Ask students to write one paragraph on how WWII impacted the international bottling business of The Coca-Cola Company.



Grade 8

Lesson Plan 7 Social Studies Standards Met

Made in Georgia!

Pre-visit Activity

SS8E3 The student will evaluate the influence of Georgia's economic growth and development.

d. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

Objectives

1. Students will review the vocabulary word “entrepreneur”.
2. Students will work in groups to research one of four companies started in Georgia.
3. Students will work in groups to present this information to the class.

Materials

- ❖ Textbook
- ❖ Internet access
- ❖ Slips of paper
- ❖ Bowl or hat

Time – Lesson opening and research - 3 days
Presentation of information -1 day



Procedure

1. **Review** with students the meaning of the word “entrepreneur”. Write down ideas on the board. Once a number of ideas are recorded, ask students to agree on a one sentence definition.
2. **Ask** students to list large companies that are located in Georgia (The Coca-Cola Company, Delta Airlines, Georgia Pacific, Home Depot)
3. **Explain** to students that these companies were started by entrepreneurs in the state of Georgia and have grown to become international companies.
4. **Ask** students to break into small groups and brainstorm challenges an entrepreneur of one of these companies would have faced. Share with the class.
5. **Divide** students into four groups. Put the name of each of the companies on a slip of paper and place it a bowl or hat. Have one person from each group pull out a slip of paper with the name of a company.
6. Each group is responsible to research the entrepreneurs who started their chosen company, what challenges they faced, and what strategies they used to become successful. Students may use their textbook, the Internet, encyclopedia etc.
7. **Tell** students they will have three days to research the information and construct a presentation.

8. **Tell** students that they will need to present the information they discovered to the rest of the class. The group will need to decide how this information will be presented. Ideas include in a song, a play, posters, report, a TV program, etc.
9. **Ask** groups to present their information on the day designated.

Closing

Tell students that they will see artifacts and memorabilia chronicling the beginnings of The Coca-Cola Company on their field trip to the World of Coca-Cola. They will be responsible for taking notes on the development of the company over time. Remind students to take complete notes, as these notes will be used for the post-visit activity.

Assessment

Assess the information presented by each group. Ask each group to write a one-paragraph assessment on each member of their group. Did they pull their weight? Were they cooperative? Were there problems? Use this information to give a grade to each group member.

Gifted Learners

Ask gifted learners to set up an interview with an executive in one of the Georgia companies discussed in the pre-visit lesson. They will construct a report about challenges and opportunities that company faces today.

Companies Make a Difference!

Post-visit Activity

SS8E2 The student will explain the benefits of free trade.

- c. Describe how Georgians have engaged in trade in different historical time periods.

SS8E3 The student will evaluate the influence of Georgia's economic growth and development.

- c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

Objectives

1. Students will use their notes to write about the economic importance of The Coca Cola Company.
2. Students will work in pairs to construct a written report.

Materials

- ❖ Notes from the field trip to the World of Coca-Cola attraction.
- ❖ Pencils
- ❖ Paper

Time – 1 Class Period



Procedure

1. **Ask** students to take out their notes from the field trip to the World of Coca-Cola attraction.
2. **Put** students into groups of two.

3. **Pairs** of students are responsible for using their notes to write a summary of how The Coca-Cola Company grew in importance. They will evaluate the influence of The Coca-Cola Company to Georgia's economic growth and development, and will explain how the company's ability to trade freely all over the world over time has helped them be successful. Remind students to include events in The Coca-Cola Company's history to support their ideas.

Closing

Conduct a class discussion of the benefits of a company's economic activity on the state and nation in which it operates.

Assessment

Use the written summary done in class as an assessment.

Accommodating English Language Learners

1. Allow students to record their report on a tape recorder.
2. Allow your student to work with a partner of higher ability.
3. Allow your student to work with another adult in the school community.