From Around the Corner to Around the World: How Technology Helps in the Spread of a Product
Students learn how products spread to countries all over the world.

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
</tr>
</thead>
</table>
| **ELEMENT FOUR: HUMAN SYSTEMS**  
11. The patterns and networks of economic interdependence on earth's surface. | **Grade 7**  
**Concept 1: The World in Spatial Terms**  
**PO 1** Construct maps, charts, and graphs to display geographic information.  
**Concept 4: Human Systems**  
**PO 4** Identify the factors (e.g., breakup of USSR, economic outsourcing, cheap labor) that influence the location, distribution, and interrelationships of economic activities in different places and world regions. | **Grade 7**  
**Strand 1: American History**  
**Concept 1: Research Skills and History**  
**PO 1** Construct charts, graphs, and narratives using historical data.  
**Concept 7: Emergence of the Modern United States**  
**PO 3** Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, global markets).  
**PO 7** Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion. |
| **ELEMENT SIX: THE USES OF GEOGRAPHY**  
17. How to apply geography to interpret the past. | **Grade 8**  
**Concept 1: The World in Spatial Terms**  
**PO 1** Construct maps, charts, and graphs to display geographic information.  
**Concept 4: Human Systems**  
**PO 4** Identify the factors (e.g., breakup of USSR, economic outsourcing, cheap labor) that influence the location, distribution, and interrelationships of economic activities in different places and world regions. | **Grade 8**  
**Strand 2: World History**  
**Concept 9: Contemporary World**  
**PO 3** Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world. |
### Overview

All great things must start small. How does a company get started with one small store and become an icon recognized worldwide? The location of economic activities is affected by changes in technology, transportation, communications and resources.

### Purpose

The purpose of this lesson is to examine the spread of one product (Coca-Cola) as aided by advances in technology. Students will mark on their maps their estimates of the spread of a product and then mark their maps again after receiving and discussing information. Students will culminate the lesson by writing a summary paragraph.

### Materials

- copies of "The Story of Coca-Cola"
- copies of Technology Timeline
- copies of "Coca-Cola Timeline"
- copies of a World map
- Writing Prompt
- colored pencils

### Objectives

The student will be able to:

- relate the growth of a product (Coca-Cola) to new technology.
- apply information from the reading to the timeline.

### Procedures

Day One

1. Distribute world maps (copied on front and back on one paper).

2. Ask students if anyone has ever had a Coke. Ask students if anyone knows how Coke started. Discuss. Ask students if anyone knows where
From Around the Corner to Around the World

Coke started. Discuss. Have students label Atlanta, Georgia, on one side of their maps. Tell students that Coca-Cola was started in Atlanta Georgia in 1886.

3. Have students think about and discuss how a product would spread from one city to a worldwide market. As a class, brainstorm how a product spreads (and have spread in the past) to different areas. To assist: Ask students, "How do people in an area without the product decide they want it?" (word-of-mouth, advertising) Ask students, "How do they get the product?" (people bring it from the places it is sold, the company ships it by train, ships, planes, trucks, etc.) c. Ask students, "What places would get this product first?" (places that are close, big cities, areas around that city, places that are easy to ship to, etc.)

4. Have students draw a rectangle where there is room on the map. Students should label the rectangle "KEY." Ask students to pick a colored pencil. Students should write the year "1900" using that color in the KEY. Using that same pencil, have students shade an area on their maps marking their guesses as to where Coca-Cola would have been served in 1900.

5. Ask the students to pick another color pencil. Using this pencil, ask students to write the year 1925 in the KEY and then shade an area on their maps marking their guess as to where Coca-Cola would have been served in 1925. Remind students to think about what the factors they brainstormed in step 3.

6. Repeat the process with different colors for 1950, 1975, and 2000. (Intervals can be adjusted to 20 or 10-year intervals depending on class ability and time). This activity could also be done in partners or as a class using a transparency or large map.

7. Distribute and read "The Story of Coca-Cola." Ask students to use the colored pencils or a highlighter to identify sections of the reading identifying the spread of the product (years, countries).

Day Two
8. Distribute and discuss the Technology and Coca-Cola timelines. Again, ask students to use the colored pencils or a highlighter to identify places and draw a line to the year on the timeline.

9. Applying the new information, students should repeat steps 4-6 on the blank side of their maps.

10. Discuss with the students the changes they made and why.

11. Give students the final assessment prompt. This assessment may be done in class or as a homework assignment to save time. An additional time saver could be to have the students complete the assessment in pairs or small groups.

Assessment

Students will be assessed on the appearance of maps and timelines and on class discussion.

Students will also be assessed on Conventions, Ideas, and Organization of a summary paragraph. Mastery will be considered a 4 or higher using the simplified 6-traits rubric.

Extensions

Students can trace the spread of other famous products: toothpaste, Nike shoes, chewing gum, Levis, etc.

Students can look in the Yellow Pages for manufacturers. Then they can write why that company would choose to build a factory in this area.

Sources

http://www.coca-cola.com