



From Around the Corner to Around the World: Coca-Cola

Author Kathy Tyler Stelten
Grade Level 7
Duration 1-2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 4: Human Systems

11. The patterns and networks of economic interdependence on the Earth's surface

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA

Reading

Key Ideas and Details

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

Text Types and Purposes

7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.

From Around the Corner to Around the World

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona ELP Standards

Grade 6-8

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

Listening, Speaking, Reading, and Writing

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

Overview

All great things usually 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

In this lesson, students will learn about the spread of one product (Coca-Cola) as aided by advances in transportation and communications. 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. They will also create a timeline of Coke's history. Students will culminate the lesson by writing a summary paragraph.

Vocabulary

script – a style of handwriting

product – something made by humans and sold

market – the amount of desire that people have for a product

advertising – to make people aware that a product is being sold

Materials

- World map (copied on both sides of the paper) <https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Projection device
- Colored pencils
- Vocabulary Cards
- The Story of Coca-Cola
- Drawing paper
- Final Assessment
- 6 Traits Writing Rubric
- Technology Timeline (optional)

Objectives

The student will be able to:

From Around the Corner to Around the World

- Map and write about the growth of a product (Coca-Cola) into international markets.
- Create a timeline.

Procedures

Note: Assign each ELL student a learning buddy to assist in the tasks for both sessions.

SESSION ONE

1. Begin the lesson by distributing world maps (copied on front and back on one paper) and colored pencils. Project the World map. Ask students if anyone has ever had a Coke. Ask students if anyone knows how Coke started. Discuss. Ask students if anyone knows where Coke started. Discuss. Have students label Atlanta, Georgia, on one side of their maps. Model labeling Atlanta on the projected map. Tell students that Coca-Cola was started in Atlanta, Georgia in 1886 and write the place, date, and brand name on the board. Mention that the way Coca-Cola is written today in fancy script, is the way it was first written by the inventor's bookkeeper. **(Preparation: Linking to background, Linking to past learning)**
2. 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.) 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.) **(Scaffolding: Modeling, Guided practice; Integrating processes: Speaking, Listening)**
3. Have students draw a rectangle where there is ocean 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. Check ELL students for understanding. **(Application: Linked to objectives; Integrating Processes: Writing)**
4. 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. Write the words "25 years" on the board. Check ELL students for understanding.

5. 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. Write the years in intervals on the board). **(Grouping Option: Whole class or Partners)**
6. Distribute Vocabulary Cards to those who may need extra help with these terms. Distribute and read The Story of Coca-Cola. ELL student and buddy will read together. **(Grouping: Partners)** Ask students to use the colored pencils or a highlighter to identify sections of the reading identifying the spread of the product (years and locations).

SESSION TWO

1. Have students take out their maps of where they thought Coke would spread. Instruct students to use the other side of their map for locating the places. Have them use atlases, world maps, or internet to locate and label on the map the places it actually spread to as given in The Story of Coca-Cola. **(Grouping: Partners; Scaffolding: Comprehensible input)**
2. Have students share with a partner what differences there are between their Session One map and the actual spread of Coke products. **(Integrated Processes: Reading, Speaking)**
3. Distribute drawing paper to students. Have students read through The Story of Coca-Cola and create a timeline of the events. **(Application: Linked to objectives; Assessment: Written)**
4. Share the provided Timeline of Coca-Cola after students have submitted their timelines.
5. Give students the Final Assessment. Explain how to write the summary. Explain how it will be graded. *Note: 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: Group or Individual, Written)**

Assessment

Geography

The map of the actual spread of Coke products can be graded. Mastery will be considered 90% of the

From Around the Corner to Around the World

locations mentioned being accurately labeled on the map.

ELA and Social Science

The timeline can be assessed for accuracy. Mastery will be considered 90% of the dates accurately portrayed on the timeline.

The Final Assessment can be graded using the 6 Traits Writing Rubric. Mastery will be considered a 4 or higher in the categories of Conventions, Ideas/Content, and Organization.

Extensions

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