



## Grade 4

### Georgia Performance Standards Self-Guided Tour for Teachers 6 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.

**SS4CG5** The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

#### **Location-The Loft**

You will find fascinating artifacts from the past and present showcasing the rich heritage of Coca-Cola.

#### **Connections**



Ask your students to locate the picture of an African-American accordion player on the back wall. Graham W. Jackson was one of President Franklin D. Roosevelt's favorite musicians. At this time in American history, African-Americans were given very few rights and were not treated fairly. It was very unusual for an American President to give so much public acclaim to an African-American. Jackson played at Roosevelt's funeral. A picture was published in Time magazine of Jackson crying at Roosevelt's funeral and is considered one of the photos of major importance of the 20th century.



If you have already studied Roosevelt, ask your students to discuss some of the things he did during his time as President to expand the rights and freedoms of all Americans.



**SS4E1** The student will use the basic economic concepts of *trade*, *opportunity cost*, *specialization*, *voluntary exchange*, *productivity*, and *price incentives* to illustrate historical events.

- Explain how *price incentives* affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).
- Explain how *voluntary exchange* helps both buyers and sellers (such as prehistoric and colonial trade in North America).
- Describe how *trade* promotes economic activity (such as how trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution).
- Give examples of technological advancements and their impact on business *productivity* during the

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development of the United States.

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



**Connections**

This Milestones of Refreshment gallery showcases the time in which John Pemberton invented Coca-Cola. The process Pemberton followed as an entrepreneur is featured.

- Bring your students' attention to the coupons located in the glass case on the soda fountain. Ask them to notice the number of free coupons located in the case. John Pemberton only kept his new company for a few years. When Candler bought the company he brought many new ideas to the marketing of Coca-Cola. He one of was the first people to offer coupons for free product to encourage people to try it.
- Ask your students how many of them have ever used a coupon for a free product. Ask them if having a free coupon to try a new product for free would encourage them to actually try that product or buy it.

**Location-Milestones of Refreshment. Gallery 2**  
**(Developing a Logo)**



**Connections**

This Milestones of Refreshment gallery showcases how a logo is developed.

- Ask students why using a logo on a product is important to the sale of that product. (people recognize the logo, the logo becomes an advertisement)
- Ask students to give their definition of a logo. (A name, symbol, or trademark to make a product easily recognizable.)
- Ask students how the voluntary exchange of products for money helps both the producer and the consumer. Ask students how advertising and logos encourage the voluntary exchange between consumers and producers.

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



**Connections**

This Milestones of Refreshment gallery showcases how Asa Candler used new types of marketing to grow The Coca-Cola Company.

- Once Candler bought The Coca-Cola Company, his new marketing ideas expanded sales of Coca-Cola. In fact, in 1873 when Candler was 22 years old, he only had \$1.75 to his name. When he sold the company in 1919, he sold it for \$25 million. This room shows examples of marketing that were started by Candler.
- Ask your students to write down or discuss different types of promotions displayed in this gallery. (allowed other companies such as razor blades to use the Coca-Cola name, put Coca-Cola advertisements on everyday products, used famous people to promote the product, advertised in magazines and newspapers). Candler even put advertising on the back of student report cards.
- Ask students how advertising encourages their own families to buy certain products. What products do they or their parents buy because of advertising or coupons? Have they seen advertising in newspapers or magazines in the last week? How do purchases help both consumers and producers? (consumers get the products they want or need, producers make money)
- For the first 70 years of The Coca-Cola Company, the price of a Coca-Cola never went above 5 cents. Ask your students why a company would keep the price of its product low even though they *could* charge more. (keeping the price low encouraged more people to buy the product, the low price over such a long period of time produced loyalty in customers.)

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

### **Connections**

This Milestones of Refreshment gallery showcases how bottling operations expanded throughout the United States (as shown on the bottle wall) and the world (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 watch the videos in this room.
-  Ask your students how bottling in areas throughout the United States and in other countries such as Argentina helps economic activity in the country where it takes place. (Provides jobs in both America and the foreign country, promotes entrepreneurship of new bottling plants. The use of natural resources such as glass and sugar production also encourages jobs & promotes profit for the company)
-  Candler sold the first bottling rights for one dollar. This meant the bottling company would take all the risk to build a factory, bottle Coca-Cola and distribute it, but The Coca-Cola Company would continue to make money selling the syrup. Ask your students why Candler would sell the first bottling rights so inexpensively. (Since this was a new idea he wanted to help the original company to be successful, he wanted to encourage other entrepreneurs to open other bottling plants so he could sell even more Coca-Cola syrup.)

## **Location- Location-Milestones of Refreshment. Gallery 7** **(Within an Arms Reach of Desire)**

### **Connections**

This Milestones of Refreshment gallery showcases how innovations have been used to change how customers purchase the Coca-Cola product.



-  Bring your students' attention to the Coca-Cola dispensers in this gallery. At first, people could only buy Coca-Cola at soda fountains. This meant they had to leave home to purchase a Coke. This room shows how Robert W. Woodruff promoted many technological inventions to make sure everyone could get a Coca-Cola anytime they wanted one, including at home (the six pack). Bring your students' attention to the first dispensers from 1929, as well as the actual soda dispensers used in outer space. If you ask the ambassador in this gallery, he/she will show your students how a soda can works in space.
-  Ask your students how these innovations improved the consumer's ability to get a product they want and how they also helped the producer.

## **Location-Bottleworks**

### **Connections**

Bottleworks is a fully functioning bottling plant. It showcases how technology has been important to the bottling industry.



-  Ask the ambassador in this room to explain how Coca-Cola is bottled. This is an actual bottling plant, but works much slower than other plants.
-  Ask students how the invention of bottling machines changed the amount of Coca-Cola that could be distributed to consumers. How did this impact both consumers and The Coca-Cola Company (producer)?
-  Ask students how the development of bottling technology improved the business productivity of The Coca-Cola Company. (The company could make more of the product which allowed them to sell more of the product. They could continue to keep prices low.)
-  Ask students to write one paragraph describing how new advancements help companies distribute more of their product.



# Grade 4

## Lesson Plan

### 6 Social Studies Standards Met

#### *I Need a Business*

#### **Pre-visit activity**

**SS4E1** The student will use the basic economic concepts of *trade*, *opportunity cost*, *specialization*, *voluntary exchange*, *productivity*, and *price incentives* to illustrate historical events.

- b.** Explain how *price incentives* affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).
- d.** Explain how *voluntary exchange* helps both buyers and sellers (such as prehistoric and colonial trade in North America).
- e.** Describe how *trade* promotes economic activity (such as how trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution).
- f.** Give examples of technological advancements and their impact on business *productivity* during the development of the United States.

#### **Objectives**

1. Students will make a list of questions to ask a local entrepreneur.
2. Students will conduct an interview of a local entrepreneur.
3. Students will ask relevant questions of the visitor and show proper etiquette.
4. Students will use the information gained from this activity as they evaluate business decisions made by early owners of The Coca-Cola Company during their field trip.

#### **Materials**

- ❖ *The Little Entrepreneur Takes Flight*, by Michael J. Harper and Jay Arrington, 2006
- ❖ The teacher will need to set up a speaker to visit the classroom. This speaker should be an entrepreneur from your local area. Examples would be owners of family restaurants, family bakery, home-based business, etc. You may want to contact your local Chamber of Commerce to find a visitor.

**Time – 2 Days (1 Hour each day - one day to prepare, one day for visitor)**



#### **Procedure**

##### **Before your visitor is scheduled to arrive:**

1. **Discuss** jobs your students do to earn money. List them on the board. Why do they do this work? How do they determine what price to charge? Are there expenses? Where do their customers come from? Explain to students that when they do things like mowing lawns, watching people's pets and babysitting they are being

entrepreneurs. An entrepreneur is a person who starts his or her own business.

2. **Read** the book, *The Little Entrepreneur Takes Flight*. Discuss how this book relates to your students' job experiences.
3. **Ask** your students to brainstorm questions they would like to ask the entrepreneur who is coming to visit your class. Guide students to think about how the economic activity your guest is involved in affects both him/her and customers. Questions might include: How did he/she determine with the price charged? How does his business affect him/her and the customers? What made them open their own business? How does their business help the economic activity of the area? How does technology affect his/her business?
4. **List** questions on the board. Go through the questions and determine which ones students think would be appropriate to ask their guest.
5. **Review** the etiquette of having a guest in the room, talking one at a time, not interrupting the speaker etc.
6. **After** your speaker has visited, ask students to write a thank you letter to the visitor.

## Closing

Remind students that on their field trip, they will be learning about how John Pemberton and Asa Candler were entrepreneurs of The Coca-Cola Company who had many of the same economic issues as your guest. Ask students to be sure and take paper and pencils with them on the field trip. (They will also see how technology has impacted The Coca-Cola business'). The student's job is to take notes that link the experiences of these men to that of their classroom visitor, as well as to their own job experiences. After the field trip, compare notes taken by your class.

## Assessment

Assess your student's ability to ask relevant questions of your visitor, as well as find links between Mr. Candler's experiences and that of their visitor.

## Every Product Has a History!

### Post-Visit Activity

**SS4E1** The student will use the basic economic concepts of *trade*, *opportunity cost*, *specialization*, *voluntary exchange*, *productivity*, and *price incentives* to illustrate historical events.

- b. Explain how *price incentives* affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).
- d. Explain how *voluntary exchange* helps both buyers and sellers (such as prehistoric and colonial trade in North America).
- e. Describe how *trade* promotes economic activity (such as how trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution).
- f. Give examples of technological advancements and their impact on business *productivity* during the development of the United States.

### Objectives:

1. Students will evaluate how entrepreneurs impact trade and economic activity.
2. Students will do research on how economic concepts and technology have impacted a chosen business.
3. Students will prepare a presentation of their choice to show what has been learned.

### Materials

- ❖ Access to computers
- ❖ Students will need to do research in the library

**Time –1 hour each day over three days**



### **Procedure**

1. **Review** with students what they learned about the economic concepts of trade, exchange, and price incentives from their visitor and the field trip.
2. **Group** students into teams of two or three.
3. **Ask** student groups to choose one product to research from its invention to the current day. This will be easier if using a computer. Typing in the product followed by the word “history” will bring up information. For example, if a group is interested in chocolate, typing in “Hershey chocolate history” into a search engine brings up needed information. Students should take notes concerning how the product is traded, how it was and is produced, how technology has influenced the product, and how price has influenced the sale of the product.
4. **Once** the information has been collected, students should decide how they will present their information to the class. It might be in the form of a report, a TV show, a play, a song, etc.

### **Closing**

Students will present their reports.

### **Assessment**

Assess students on the quality of their report and their ability to work cooperatively.