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.

<table>
<thead>
<tr>
<th>SS7G2</th>
<th>The student will discuss environmental issues across the continent of Africa.</th>
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<tbody>
<tr>
<td>a.</td>
<td>Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.</td>
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<tr>
<th>SS7E3</th>
<th>The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa</th>
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<tr>
<td>a.</td>
<td>Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).</td>
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<tr>
<td>b.</td>
<td>Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).</td>
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<td>d.</td>
<td>Describe the role of entrepreneurship.</td>
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<th>SS7G12</th>
<th>The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.</th>
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<td>c.</td>
<td>Evaluate how the literacy rate affects the standard of living.</td>
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**Location - Hub, Connections Wall**

**Connections**

This area of the Hub showcases the stories of people around the world who have benefited from programs sponsored by The Coca-Cola Company.

- Ask your students to listen to Monica Adhiamo Mbeya of Kenya as she tells how important it has been to get clean water for schools in Kenya, as well as teach about hygiene and safe water storage. Ask students to discuss why clean drinking water is important to any country. (Impacts citizens’ health, production of products can not occur if water is of poor quality, etc.) Ask students to discuss problems any country would have if there were a lack of clean water to drink. Ask students what forces impact water pollution. (Irrigation, factories, poor sanitation) How does a lack of clean water impact trade and industry? (Companies are less likely to do business in countries with poor water, poor water quality indicates a weak government.)

- Ask students to listen to Fraser Ramokopa from South Africa. He speaks about how the Spaza Shops help entrepreneurs to sell wares and groceries to local communities. Ask your students why entrepreneurs are important in this effort. (They provide jobs for locals, more money is pumped into the local economy) Ask students how this investment in the Spaza Shops by The Coca-Cola Company influenced the economic growth in South America. What effect does this effort have on consumers?
Ask students to listen to the presentation of Menggenchaotu Manda and Sana from China as they speak about Project Hope and explain literacy development in poor areas of China. Ask your students how the effort to improve literacy impacts the standard of living. Ask students to offer a conjecture: Where in China would more illiteracy be found in the rural or the urban areas? Ask students to support their ideas.

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://www.woodlands-junior.kent.sch.uk/Homework/religion/Islam.htm
5. Each group is responsible for using the above sites to research their assigned religion and produce a PowerPoint presentation that gives the following information:
   a. Famous leaders
   b. Customs
   c. History
   d. Other important facts

6. Once the PowerPoint 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 PowerPoint 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
- Textbooks
- 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
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.