Title
Coca-Cola Goes Green

Subject area/Course
First Grade
Science, Writing, Speaking & Listening

Investigative Question
“How has Coca-Cola changed its bottling to be more eco-friendly?”

PA Teaching Standards
- Science
  3.4.3.B2 Explain how materials are re-used or recycled.
- Research
  1.8.1.A Generate appropriate questions about a topic.
- Research
  1.8.1.C Create and explain a research based project in a small group.
- Speaking & Listening
  1.6.1.A Listen actively and respond to others in small and large groups.

Objectives
- The student will be able to develop 3 open-ended questions for an oral history project.
- The student will be able to list the 3r’s of going “green” (reduce, reuse, & recycle).
- The student will be able to compare and contrast Coca-Cola bottling changes from the past to present.

Duration
45 minutes
Materials
- Computer
- Projector
- Screen
- Chart paper, marker
- Class set of Coke in a bottle photo

Inquiry-Based Learning
I will use an Inquiry-Based Learning Model (IBLM) with the following components:

**Questioning**
I will ask the students questions about how bottling has changed and how it relates to the 3r's of "going green".

**Researching**
I will demonstrate how to research photos of Coca-Cola bottling from the past and present on the Library of Congress website.

**Discussing**
I will lead the class in discussion on developing questions for their oral history project.

**Creating**
Students will create 3 questions for their oral history project.
Reflecting
Students will share their interview questions with the class and teacher.

Description of Procedures

Prior to my lesson, I will gather a photo that depicts a bottle of Coca-Cola and a photo of a can of Coca-Cola from the Library of Congress' website to have to introduce my questioning component. I will also have the video of the Coca-Cola Recycling: 2010 Vancouver Olympics, saved to my computer so that I can play it for the students during the reflection section of my lesson. I will also have a Venn-Diagram (see attachment) drawn and ready to complete with my class. These procedures will let me begin my lesson with ease.

I will build my anticipatory set by displaying photos of a bottle of Coca-Cola and a can of Coca-Cola onto the projector screen. Then I will proceed to ask, “What soda is in both of these photos?” Next, I will have students raise their hands to show if they have ever tasted a Coca-Cola?” “Have any of you drunk a Coke from a bottle?” “If you haven’t, who might have?” My questioning will then lead the students to compare the bottling. I will display my Venn Diagram of bottled Coca-Cola and aluminum canned Coca-Cola. “What do we notice about the first photo of Coke?” As the students share their responses, I will fill in the "bottled" side of my Venn
Diagram. After fully covering the bottled product, I will then ask, “Now, what is different about the second photo of Coke?” Again, as students share, I will record their responses in the “canned” side of my Venn Diagram. “Have any of you drunk a Coke from an aluminum can?” Finally, I will say, “What do we notice that is the same about these two photos of Coke?” As they share, I will complete the “same” section of the Venn Diagram. From this point, I will then refer back to the previous day’s lesson on the 3r’s of going green: reduce, reuse, and recycle, and ask, “How do these pictures tie into our going green theme?”

In the next section of my lesson, I will demonstrate to the students how to research Coca-Cola photos on the Library of Congress’ website. I will show them how to go into the digital collection of American Memories, search Coca-Cola, and pull up my photos. My discussion will then lead into the fact that we could also gather data by asking people, one-on-one, questions about their memories. “Who could answer questions about Coke bottles from the past?” Then discuss why grandparents would be a great resource to use. “Why do you think Coke has changed their bottling?”

I will then refer back to the photo of the Coke bottle. “Could this photo of Coca-Cola in a bottle help your grandparents remember what they
drank Coke out of?” “What other questions could you come up with to ask your grandparents about drinking Coke?” I will make sure that I prompt them to include the 3r’s philosophy (What did their grandparents do with the bottles? Do they drink out of cans now, and what do they do with those cans when they are finished with them?) The students will brainstorm in groups the types of questions that they will ask. Give the students 5 minutes to work in groups, then get their attention back and list their questions on the chalkboard. I will then have each student choose 3 questions that they want to write down to take home to use for their interview guideline. After they have their questions, have them raise their hands so that you can verify and quickly check their questions to make sure they are pertinent to the theme. Once they have their questions, give each student a photo of Coca-Cola in a bottle to take home for their interview to elicit memories from their grandparents and their interview guidelines (see attachment). These oral histories will be shared informally in class the following school day.

To summarize my lesson, I will recap on the 3r’s of going green and how companies like Coca-Cola have contributed to the philosophy by changing their method of bottling. I will then show the video of the commercial:
Coca-Cola Recycling: 2010 Vancouver Olympics, and how they've reached out to grandparents, parents, and children all over the world to help make the Earth more eco-friendly.

At the end of the video, I will assess the student's knowledge of the 3r's of going green, Coca-Cola's bottling changes to help the going green philosophy, and samples of the kinds of questions we want to ask our grandparents about their memories of Coke bottling by using a short quiz. (see attachment).

Assessment
I will use a quiz to determine effective learning and understanding. (see attachment) Students need to perform at an 80% or better.
(1) Students will imagine that they are interviewing their grandparents and write one question that they would ask about their memories of Coca-Cola bottling
(2) What source will the student use to help elicit memories?
(3) List the 3r's of going green
(4) Has Coca-Cola helped the Earth become more eco-friendly? How?
Photo 1: Coca-Cola in bottle
Photo 2: Coca-Cola in aluminum can
Venn-Diagram: Coca-Cola Bottling Eco-Friendly Changes

Bottle  Aluminum Can

Both
Interview Guidelines:

1. Name of interviewee
2. Place and date of birth
3. Family life (members, activities, occupation)
4. Memories of Coca-Cola
5. Knowledge of Coca-Cola now
Coca-Cola Goes Green Quiz

Name_______________________  Date___________________

1. What will be one question that you will ask your grandparent about Coca-Cola?

2. What will you use to help get your interview started with your grandparent?

3. List the 3r’s of going green:
   1. re___________________
   2. re___________________
   3. re___________________

4. Draw a picture to show how Coca-Cola has changed its bottling to help the planet “Go Green”.