



#3586

CHEWING GUM

Grade Levels: PS-4
10 minutes

FILMS FOR THE HUMANITIES 1994
1 Student Activity Sheet

DESCRIPTION

People have been chewing gum or something similar for 3,000 years. After a brief look at its history, discover how gum is made with a visit to a factory. See gum base turned into Chiclets and bubblegum.

ACADEMIC STANDARDS

Subject Area: Technology

- ◆ Standard: Understands the nature and operation of systems
 - Benchmark: Knows that most things are made of parts and they may not work if some parts are missing
 - Benchmark: Knows that when parts are put together, they can do things that they couldn't do by themselves
 - Benchmark: Understands how some elements or components of simple systems work together (e.g., parts of a bicycle)

Subject Area: Economics

- ◆ Standard: Understands the concept of prices and the interaction of supply and demand in a market economy
 - Benchmark: Knows that money is a good that can be used to buy all other goods and services
 - Benchmark: Understands that when consumers make purchases, goods and services are transferred from businesses to households in exchange for money payments, which are used in turn by businesses to pay for productive resources and to pay taxes

VOCABULARY

- | | |
|-----------------|---------------|
| 1. (to) chew | 7. laboratory |
| 2. (to) invent | 8. factory |
| 3. (to) trickle | 9. flavor |
| 4. (to) boil | 10. soft |
| 5. pellet | 11. moist |
| 6. syrup | 12. batter |



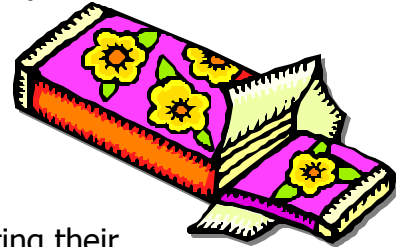
BEFORE SHOWING

1. Ask students which of them chews gum. What do they like about gum? What kinds of gum are there? Examples: bubble, sugar-free.
2. Ask students to name gum flavors. List the names on the blackboard. When the list is complete, group the words under the categories of fruit (e.g., peach), plant (e.g., mint), or other flavors (e.g., vanilla).

AFTER SHOWING

Discussion Items and Questions

1. Have people been chewing gum for a long time? Give an example.
2. Describe a block of gum base.
3. Where are some of the ingredients for gum base obtained?
4. How is gum syrup similar to other syrups?
5. When the syrup is mixed with other ingredients, how does it look?
6. Why does gum rest before it's packaged?
7. What flavor of gum do you prefer? What flavor would you like to try? Why?
8. Ask students if they know the difference between real sugar and imitation sugar. Do they know what sugar-free gum is? Ask them to list foods that are imitation and what they replace (e.g., vanillin for vanilla, fruit drink for fruit juice). What are some of the popular imitations (e.g., artificial sweetener)? Which ones are less popular (e.g., imitation orange juice)?



Applications and Activities

1. Super Product

Divide students into groups. Tell them that they are starting their own business. They will manufacture a new gum and create a package for it. Give each group Play-Doh and have them experiment with shapes and colors for their gum. Have them invent a flavor. Then, using an empty candy box, have them design a container using various paper colors, glue, and markers. Their gum should fit neatly into the box. Display the new products on the table.

2. Ad Words

Explain what a slogan for a product is. Ask students to repeat slogans that they have heard (e.g., "the taste that lasts"). Brainstorm ad slogans for the new products created in Activity 1. For each box, have the students come up with snappy slogans that could sell the product (e.g., the big stick, super flavor). List the slogans on the board. When the list is complete, have students discuss what makes each slogan interesting. How does it relate to the product?

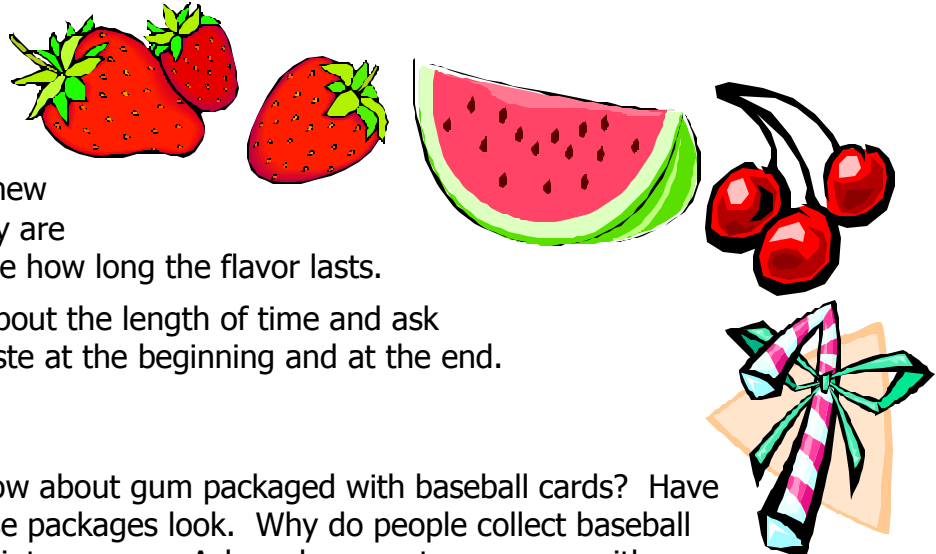
3. Twenty Questions

Write down gum flavors on index cards, one per card. Choose one student at a time to pick a card. Have the class ask the student questions. The student can only answer with "yes" or "no." The object of the game is for the class to guess the flavor within twenty questions. Here are some possible questions: Is it a fruit? Is the fruit red?

4. Flavor Survey

Bring in a variety of sugar-free gum flavors to class. After lunch, allow each student to chew one of the flavors. They are to watch the clock to see how long the flavor lasts.

In class, ask students about the length of time and ask them to describe the taste at the beginning and at the end.



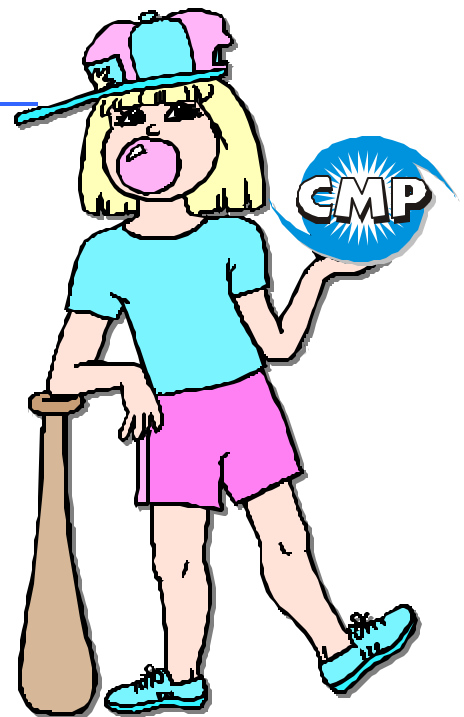
5. Gum Surprise

How many students know about gum packaged with baseball cards? Have them describe how these packages look. Why do people collect baseball cards? Divide students into groups. Ask each group to come up with another kind of collectible card for bubble gum (e.g., movie stars, Olympic medallists, superheroes). Have them tell the class what these cards would look like and why they would be popular. Can they design a sample card on an index card? Display the samples on the bulletin board.

RELATED RESOURCES

Captioned Media Program

- Alexander and the Terrible, Horrible, No Good, Very Bad Day #2250
- Chocolate #3589
- Ice Cream and Popsicles #3619



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **WM. WRIGLEY JR. COMPANY**

<http://www.wrigley.com/>

Offers the story behind the Wm. Wrigley Jr. Company's famous gums. Learn of the many ingredients that make up a stick of gum. Learn a bit about how gum began. Learn some of the Wrigley history which includes a section titled "The War Years."

- **THE NATIONAL ASSOCIATION OF CHEWING GUM MANUFACTURERS**

<http://www.nacgm.org/consumer/consumer.html>

The National Association of Chewing Gum Manufacturer's consumer site explains how to get unstuck from a sticky wad of chewed gum, along with fun gum facts, the benefits of gum, gum's long and multicultural history and more.

- **IT'S CANDY TIME!**

<http://207.197.202.83/indexcur.html>

It's Candy Time! is offered by the National Confectioners Association and the Chocolate Manufacturers Association. Clickable candy-clock map invites visitors to learn about the history of candy and the American candy bar, enter the children's (<http://www.kidscandy.org/>) playland, and more. Lots of links to candy companies.

STUDENT ACTIVITY SHEET

- Mystery Word, Find It, Write It, and Read It

STUDENT ACTIVITY SHEET

1. MYSTERY WORD

Read the words in the circles. Find the opposite word in the triangles and write the correct word under the circle.

HOT	THIN	LONG	HARD
_____	_____	_____	_____
SOFT	THICK	COLD	SHORT



Complete the sentence. Use one word from the circles and one word from the triangles.

A stick of gum is _____ and _____.

2. FIND IT

Read the words in the box. Which flavor is not great for gum? Circle the word.

cherry	cabbage	mint	licorice	grape	watermelon
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3. WRITE IT

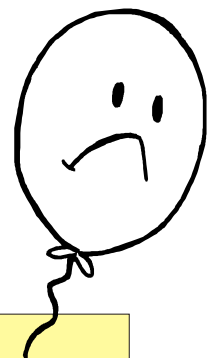
The words **gum syrup** have eight letters altogether. How many words can you make with these letters? Write them down:

Answer: _____

4. READ IT

Read the story silently, and answer the questions below.

Balloon loves bubble gum. He loves to blow bubbles. He took five pieces of bubble gum. He chewed and chewed. He made a giant bubble. It carried Balloon up and up. Then the bubble burst. Balloon was left up in the clouds.



What kind of gum does Balloon love? Why? _____ _____	What happened? _____ _____
What kind of bubble did he make? How? _____ _____	How do you think Balloon came down from the clouds? _____ _____