



Teacher's Guide

Guide written by Sharon Langley

Includes Discussion Questions, Classroom Activities, and Links to Resources

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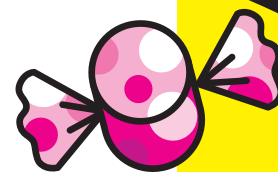
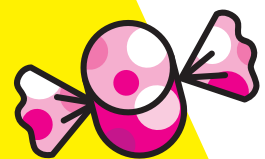
BEFORE

YOU

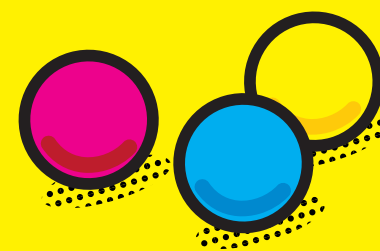
READ

Engage your imagination and consider the history of gum.

- ★ Have you ever thought about the history of gum?
- ★ How long do you think humans have been chewing gum?
- ★ Do you think animals chew gum? Why or why not?

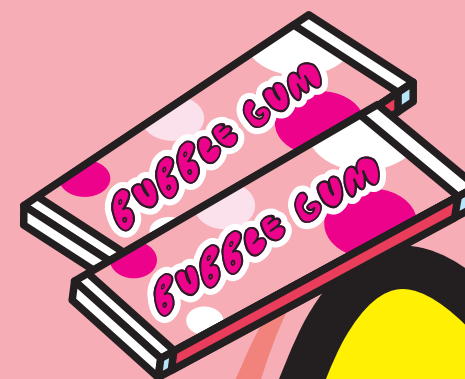


VOCABULARY



Neolithic
archaeologists
sapodilla
plantations
ingredient
entrepreneur
auction

sustainable
harvesting
indigenous
enslaved
synthetic
advertisement
trading cards





AS YOU READ

Wonder and connect to your experiences with gum.

- ★ How have the raw materials or ingredients to make gum changed over time?
- ★ What health benefits can gum provide?
- ★ How did ads or jingles encourage people to chew gum?

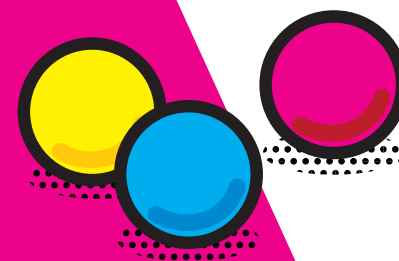
POP!



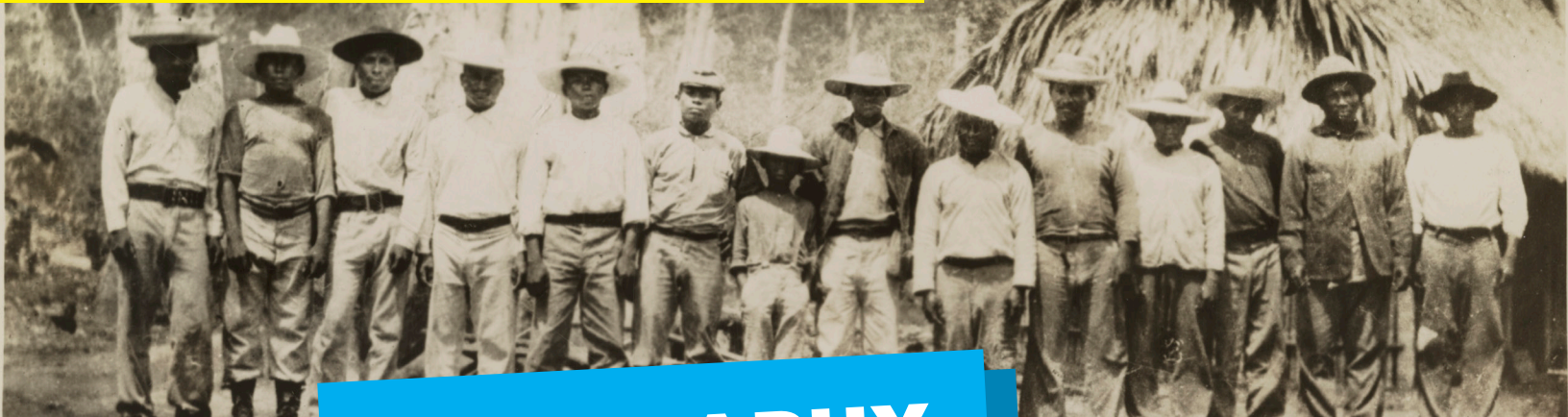
AFTER YOU READ

Reflect and consider how gum contributes to popular culture.

- ★ What's the most unusual use for gum that you have discovered?
- ★ How did baseball and gum help support women's sports? (Baseball and softball.)
- ★ Have you ever participated in a bubble-blowing contest?



LANGUAGE ARTS and SOCIAL STUDIES



GEOGRAPHY

Using a world map, mark places that produce gum.
Label various sources and types of gum.

- ★ Where is most gum produced?
- ★ What is the most unusual source of gum?
- ★ What is the most common source of gum?
- ★ Are there any areas on the map or in the world that do not have a marker?
- ★ How did some brands of gum survive and remain popular through today?
- ★ Why do you think some brands no longer exist?

INDUSTRIALIZATION

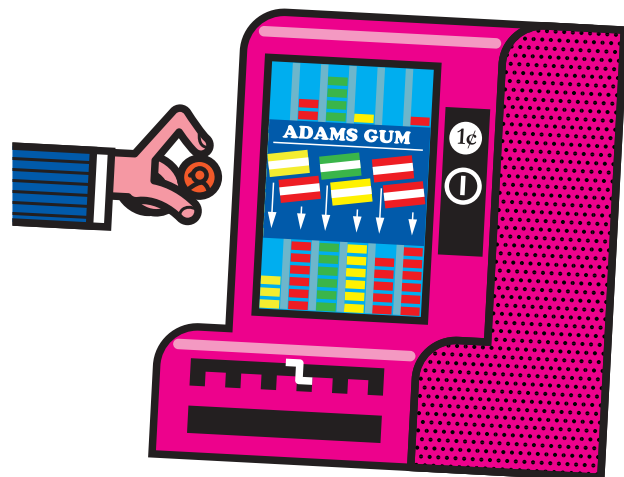
In the early 20th century, many American industries developed new products, expanding consumer goods available to the public. Unfortunately, some new products were produced at the expense of natural resources and local workers. Often, developing countries were exploited for the desired raw materials and cheap labor.



Think about these examples from Gum:

- ★ John Curtis, spruce gum, and Indigenous people – Although Curtis became aware of spruce gum through his contact with Indigenous people, he “did not credit or partner with the Indigenous community. Instead, he kept his plans to himself....”
 - Do you think Curtis did the right thing?
 - Or should he have given credit or partnered with the native people? Discuss and share your opinion.
- ★ Thomas Adams was introduced to chicle by Antonio Lopez de Santa Anna: When Santa Anna returned to Mexico, Adams carried on with the chicle/chewing gum business without Santa Anna.
 - Do you think the Adamses should have informed or included Santa Anna in the chewing gum business?





★ Think about the Central American chicle harvesters in the 1920s and '30s. Working conditions for the chicleros were unsafe and unhealthy. The sapodilla trees that produced chicle were being overharvested or cut down completely. More people were brought in as forced labor. Both the people and the environment suffered greatly.

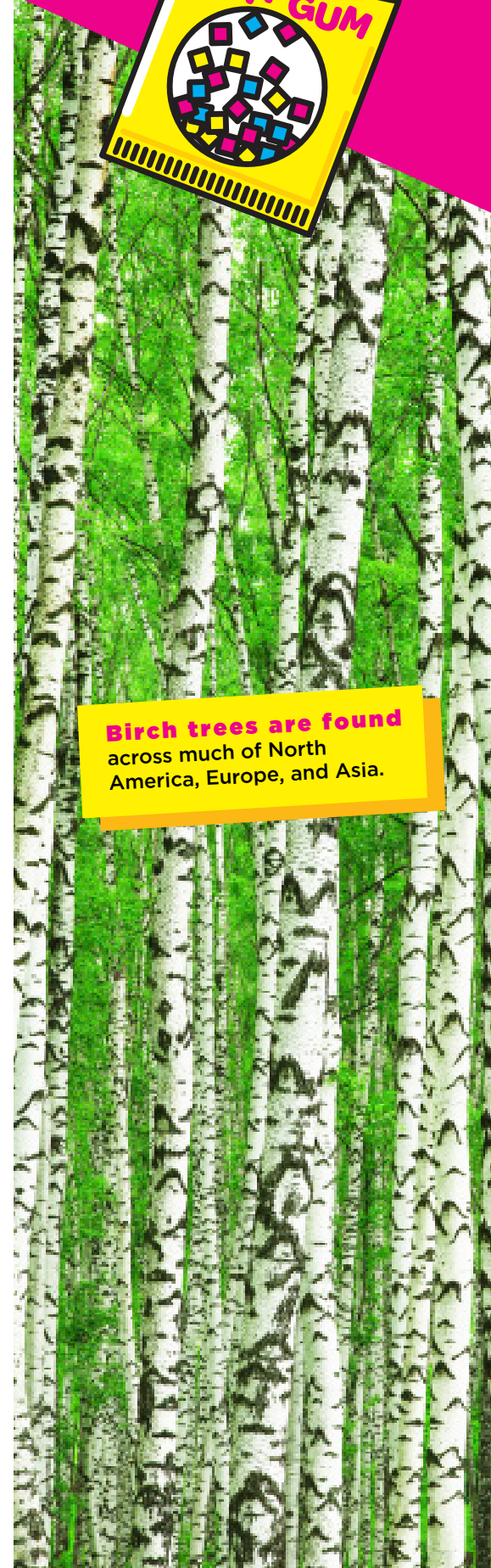
★ This occurred more than 100 years ago. Do companies still exploit workers and natural resources? Or are modern companies more aware of human rights and conservation practices, so that they do not harm workers or the environment? Support your answers with current examples.



Sapodilla tree



Birch trees are found
across much of North
America, Europe, and Asia.



Spearmint



MATHEMATICS

POLLS and GRAPHS

What's your favorite flavor of gum? What flavors do other people like?

- ★ Conduct a poll, asking people about their favorite flavor of gum.
- ★ Ask enough people to make a suitable sample size—10 or more people, at least.
- ★ Graph or chart the results. Think of the best way to represent the data. You can create a bar graph, pie chart, pictograph, dot plot, tally chart, or table.

Present your findings.

- ★ Compare results with other poll takers.
 - What were the most popular flavors?
 - What were the least popular flavors?
 - Did anyone like a unique flavor or one that you've never heard of or tasted?



VISUAL ART



- ★ How would you celebrate National Chewing Gum Day? Design a colorful poster or set of stamps to announce this special day? To make it interesting and visually appealing, try to incorporate as many types and styles of chewing gum as you can.
- ★ Create a comic for bubble gum in the style of Bazooka Joe. Use four panes to tell a short, funny story or a joke. For an authentic retro look, keep colors simple. Use red, yellow, blue, black, and white. Include a fortune or humorous saying.
- ★ Baseball cards have been a staple in gum packages for a long time. Create a sports card highlighting your favorite baseball player or sports figure. Not a sports fan? Be creative. Design a set of character cards from your favorite book, movie, or TV show.



POP!

JUST FOR FUN

WHY IS BUBBLE GUM PINK?

Watch how bubblegum is made.

<https://youtu.be/2kttVyakHN4>

Noway!

WRIGLEY TRIVIA

Did you know that the first Wrigley Field was in California?! The Chicago Cubs used to hold spring training on Catalina Island in Avalon, California. William Wrigley Jr. owned the Cubs as well as businesses on Catalina Island. Southern California weather was much better for spring training than the weather in Chicago. The Cubs trained on Avalon from 1921 to 1941 and from 1946 to 1951. Their practice field is no longer there, but the clubhouse remains and has been converted into a private club.

<https://www.lovecatalina.com/blog/post/the-chicago-cubs-on-catalina-island/>

STRETCH



STANDARDS

ENGLISH LANGUAGE ARTS

ELA/Literacy –

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1), (3-LS4-3), (3-LS4-4)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1)

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-2), (3-LS4-3), (3-LS4-4)

MATHEMATICS

MP.2 Reason abstractly and quantitatively. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

MP.4 Model with mathematics. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2), (3-LS4-3)

SOCIAL STUDIES

K–5 History/Social Science standards are integrated into the K–5 Reading Standards. See Reading Informational text.

SCIENCE and ENGINEERING PRACTICES

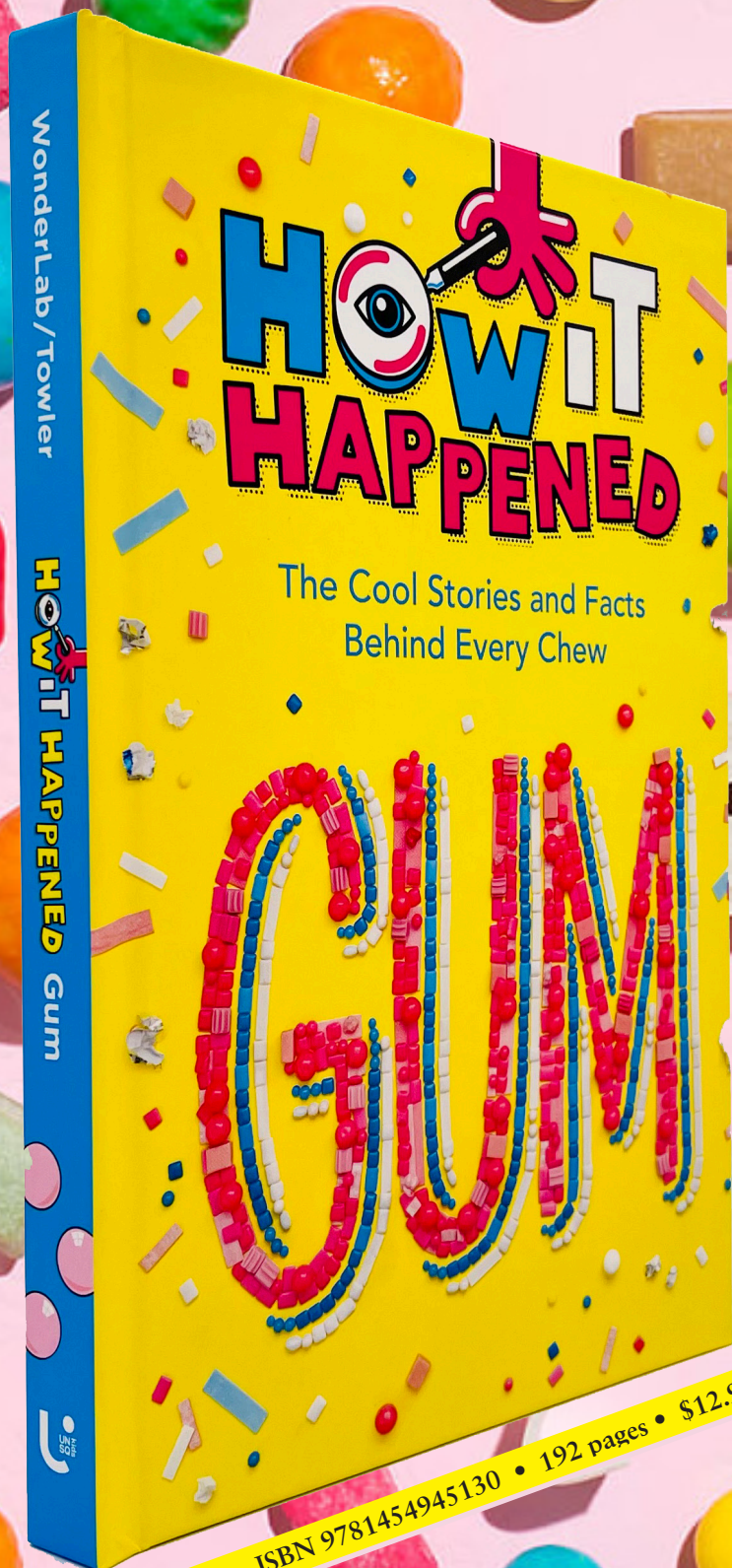
Analyzing and Interpreting Data –

Analyzing data in grades 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. § Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1)

VISUAL ARTS

See National Core Arts Standards, which include Artistic Processes and Anchor Standards:

- Creating
- Presenting
- Responding
- Connecting



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