

The following is the answer key for the *XTRA Weekly* lesson on chewing gum. The answer key is correlated to California English–Language Arts Content Standards and to a Higher-Order Thinking Skills Framework. (Note: Point out to students that this article ran in the September 27, 2010 edition of *The Washington Post*.)

The critical thinking skills identified for each question were adapted from a district-wide thinking skills framework developed by San Diego City Schools educators. The language arts standards are from the California English–Language Arts Content Standards for Grades 3–5. (For more information about these standards, please visit: www.cde.ca.gov/be/st/ss/engmain.asp)

Vocabulary

Multimeaning Words

(Critical Thinking Skills: Synthesizing information: drawing conclusions and making inferences; California English–Language Arts Content Standards: Vocabulary and Concept Development—Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning; Identify words with multiple meanings)

1. ancient (adj.) – relating to long ago, especially before the year 500 A.D.; stringy (adj.) – resembling or having the texture of strings; natural (adj.) – existing in or formed by nature; initially (adv.) – occurring at the beginning; patent (v.) – to

be given the right to sell an invention; popular (adj.) – regarded with approval or affection

2. Answers will vary. gum (n.) tissue that encloses the jaw and covers the bottoms of the teeth; gum (n.) a substance prepared for chewing; bark (n.) – the tough outer covering of trees and other plants; bark (n.) – the harsh sound a dog makes; treat (v.) – to apply treatment to; treat (n.) – any delightful surprise or specially pleasant occasion; tough (adj.) – difficult; tough (adj.) – hard to cut or chew

Sequencing

(Critical Thinking Skills: Organizing information: sequencing; Synthesizing information: drawing conclusions and making inferences; California English–Language Arts Content Standards: Reading Comprehension—Demonstrate comprehension by identifying answers in the text; Make reasonable assertions about a text through accurate, supporting citations)

3. The answer is: d, e, b, c, a. Statement “d” can be found in paragraph #1. Statement “e” can be inferred from the information in paragraph #2 and the fact that the ancient Greeks lived from 800 B.C. to 150 B.C. Statement “b” can be inferred from the information in paragraph #2 and the fact that the American colonies existed from the late 1500s until 1776. Statement “c” can be found in paragraph #4. Statement “a” can be found in paragraph #1.

Drawing Conclusions Making Inferences

(Critical Thinking Skills: Synthesizing information: drawing conclusions and making inferences; California English–Language Arts Content Standards: Expository Critique—Reading Comprehension—Make reasonable assertions about a text through accurate, supporting citations; Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge)

4. Answers will vary. Some of the reasons why people chew gum are: a) to treat gum infections; b) clean teeth; c) have fresh breath; d) strengthen jaws.
5. Answers will vary. By patenting his chewing gum recipe, Amos Tyler made sure others couldn't sell his gum or use his recipe without paying him for it.