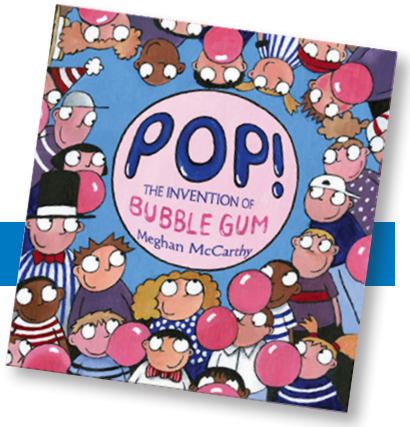
POP! The Invention of Bubble Gum



RIF EXTENSION ACTIVITIES FOR EDUCATORS

STEAM-THEMED: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH

SCIENCE, MATH
STICKY SCIENCE!

- **Gum Stretch**
  Give each student a piece of gum. Have them see how far they can stretch each piece before it breaks. Have them chew the gum, then repeat the procedure. What changes did they observe? How does the consistency of the gum affect its ability to stretch? Why?

- **Which Brand Is Bigger?**
  Choose several different brands of bubble gum. Have students predict which brand will blow the biggest bubbles. Why? Let students test out brands by blowing bubbles, measuring, and recording the data. What did they discover? How reliable is the data?

TECHNOLOGY, MATH
HOW IT'S MADE

Visit the site **www.youtube.com/watch?v=WB3st6SQnsk** (or on **SchoolTube: http://bit.ly/HcRfZu**) to take a peek at how bubble gum is made. The video states that 900 pieces of bubble gum are created per minute. How many pieces are created in two minutes? Three minutes?

ENGINEERING
BUBBLE GUM STRUCTURE

Materials (per child): 1 piece of gum, 1 index card, 1 toothpick

Give each student their materials and tell them to create a structure of their choice. For an added challenge, see who can build the tallest structure, most creative, strongest, etc.

ART
POP! ART

Materials: drawing paper, markers, crayons, balloon, art supplies

Give each student an uninflated balloon, a piece of paper, and access to the art supplies. Tell them they can create a picture about any subject they choose as long as they use a small balloon to symbolize bubble gum somewhere in the picture. Encourage them to be as creative as possible!

MATH
CHEW ON THIS!

Materials: jar filled with colored gum balls, paper, pencils

- Give children the following problem: "We need to divide this jar of gum balls so that every person in the class gets a fair share, but we don't have time to count the gum balls. How many gum balls should each person get?" Have students come up with a plan on their own, then pair them with a partner to compare plans. Ask students to share their problem solving plans with the group.

- Using the jar of gumballs, have students sort by color. Have them come up with a way to graphically present the results.