

Name: _____ Date: _____

Candy Comparisons

Directions: Answer the questions in the left-hand column for each article. Then check the appropriate box to indicate if the answers are similar or different. After completing the chart, respond to the writing prompt at the bottom of the page.

	"How Candy Conquered America"	"When Candy Was a Healthy Meal"	Similar	Different
What did people think about candy at the beginning of the time described in the article?				
Why did people like candy?				
How did new science or technology change people's relationship with candy?				
How did companies try to sell more candy to customers?				
What does the article say about changes that candy companies have made?				
Over the years, have people stopped eating candy? Support your answer with a detail from the article.				

You Write It! Now you are ready to answer the writing prompt on page 15: How have people's ideas about candy changed from the 1800s to today? Answer in two well-organized paragraphs, including details about what has caused people to change their ideas over the years. Use information from both texts.



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Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without small details or your own opinion.

Directions: Complete the summary below, based on your reading of “How Candy Conquered America” and “When Candy Was a Healthy Meal.” Think about what was most important in each article.

Summary of “How Candy Conquered America” and “When Candy Was a Healthy Meal”

“How Candy Conquered America” is about _____

_____.

In 1847, a pharmacist named Oliver Chase invented _____

_____.

The invention soon spread, allowing candymakers to _____

_____.

Exciting new candies have been invented since the 1980s, such as _____

_____.

However, many classic candies are still _____.

“When Candy Was a Healthy Meal” is about _____

_____.

When candy first became popular, people thought that it _____

_____.

But today, we know that _____

_____.

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Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without small details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of "How Candy Conquered America" and "When Candy Was a Healthy Meal"

"How Candy Conquered America" is about _____

2. Describe Chase's invention and how he used it.

1. Begin with a topic sentence that tells what the article is mainly about.

In 1847, a pharmacist named Oliver Chase invented _____

3. How did the machine change the way candies were made?

The invention soon spread, allowing candymakers to _____

4. Give two examples of recent candy inventions.

Exciting new candies have been invented since the 1980s, such as _____

5. What has happened to older candies like Milk Duds?

However, many classic candies are still _____

6. What is the article mainly about?

"When Candy Was a Healthy Meal" is about _____

7. What did even scientists believe in the early 1900s?

When candy first became popular, people thought that it _____

8. What have we learned about nutrients and sugar?

But today, we know that _____

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Making Inferences

An inference is something you can figure out from clues in a story, even though the story doesn't say it directly.

Directions: The chart below lists clues from "How Candy Conquered America" on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the feature.

Clues	Inferences
<p>1</p> <p>Consider these lines from the article:</p> <ul style="list-style-type: none">• "For the first time, American candymakers could produce sweet treats in large quantities and sell them cheaply in stores."• "Suddenly you didn't have to be rich to afford chewy gum drops or a mouth-watering butterscotch."• "Civil War soldiers carried candies in their pockets along with bullets and gunpowder."	<p>What can you infer about how candymakers and customers felt about the machine-made sweets?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>2</p> <p>Write two lines from the article that support the inference on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>By the late 1800s, candymaking had become an important business.</p>

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Making Inferences, p. 2

Clues	Inferences
<p>3</p> <p>Consider these lines from the article:</p> <ul style="list-style-type: none">• "In the early 1980s, the first Gummi bears invaded America from Germany."• "Around the same time, candy scientists combined sugar with malic acid to create super-sour mouth-puckering candies like Warheads."• "Today, chocolates are mixed with exotic flavors, like cayenne pepper and açai [ah-sah-EE] berry."	<p>What can you infer is one way candymakers get people to keep buying candy?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4</p> <p>Write two lines from the pairing "When Candy Was a Healthy Food" that support the inference on the right.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Candy manufacturers used to lie in their advertisements.</p>

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Making Inferences

Directions: An inference is something you can figure out from clues in a story, even though the story doesn't say it directly. The chart below lists lines from "How Candy Conquered America" on the left. The middle column gives you some clues about what you can figure out from the lines. Use these clues to help you make an inference in the right-hand column.

Lines From the Article	Clues	Inferences
<p>1</p> <ul style="list-style-type: none"> • "For the first time, American candymakers could produce sweet treats in large quantities and sell them cheaply in stores." • "Suddenly you didn't have to be rich to afford chewy gum drops or a mouth-watering butterscotch." • "Civil War soldiers carried candies in their pockets along with bullets and gunpowder." 	<p>If candymakers could make and sell more candy by using a machine, they probably made more money.</p> <p>"You didn't have to be rich" tells readers that ordinary people could buy delicious candy.</p> <p>"Civil War soldiers" is a clue that candy became common. Everyone, even soldiers at war, could get it.</p> <p>Together, all these lines describe progress that would likely make people happy.</p>	<p>What can you infer about how candymakers and customers felt about the machine-made sweets?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>2</p> <ul style="list-style-type: none"> • "In the early 1980s, the first Gummi bears invaded America from Germany." • "Around the same time, candy scientists combined sugar with malic acid to create super-sour mouth-puckering candies like Warheads." • "Today, chocolates are mixed with exotic flavors, like cayenne pepper and açai [ah-sah-EE] berry." 	<p>Each of these lines describes sweets with new flavors or textures that people hadn't come across in candy before.</p>	<p>What can you infer is one way candymakers get people to keep buying candy?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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Making Inferences, p. 2

Directions: In the right-hand column, you'll find inferences we've made from "How Candy Conquered America" or "When Candy Was a Healthy Food." Find two lines to support each inference.

Lines From the Article	Inferences
<p>3 Write two lines from "How Candy Conquered America" that support the inference on the right.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>By the late 1800s, candymaking had become an important business.</p>
<p>4 Write two lines from the pairing "When Candy Was a Healthy Food" that support the inference on the right.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Candy manufacturers used to lie in their advertisements.</p>

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Show Me the Details

In this activity, you'll explore the main ideas in the article “How Candy Conquered America” and its pairing, “When Candy Was a Healthy Meal.”

I. “How Candy Conquered America”

Directions: Read the main idea in the box below. Then find details in “How Candy Conquered America” to support the idea. We've given you some hints.

Main idea: One person's invention changed candy in America from a rare treat to an easy-to-get item.

Supporting Detail 1: (Hint: What did Oliver Chase invent? What did he make with it?)

Supporting Detail 2: (Hint: How did Chase's machine affect the amount of candy that was available in stores?)

Supporting Detail 3:

Supporting Detail 4:

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II. "When Candy Was a Healthy Meal"

Directions: Read the main idea in the box below. Then find details in "When Candy Was a Healthy Meal" to support the idea. We've given you a hint.

Main idea: In the early 1900s, candy was sold as a healthy food.

Supporting Detail 5: *(Hint: What misunderstanding did people in the early 1900s have about food?)*

Supporting Detail 6:

Supporting Detail 7:

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Show Me the Details

In this activity, you'll explore the main ideas in the article "How Candy Conquered America" and its pairing, "When Candy Was a Healthy Meal."

I. "How Candy Conquered America"

Directions: Read the main idea in the box below. Then find details in "How Candy Conquered America" to support the idea. We've given you some hints.

Main idea: One person's invention changed candy in America from a rare treat to an easy-to-get item.

Supporting Detail 1: (Hint: What did Oliver Chase invent? What did he use make with it?)

Supporting Detail 2: (Hint: How did Chase's machine affect the amount of candy that was available in stores?)

Supporting Detail 3: (Hint: How did Chase's invention affect the price of candy?)

Supporting Detail 4: (Hint: By the 1920s, what was available in candy stores?)

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II. "When Candy Was a Healthy Meal"

Directions: Read the main idea in the box below. Then find details in "When Candy Was a Healthy Meal" to support the idea. We've given you some hints.

Main idea: In the early 1900s, candy was sold as a healthy food.

Supporting Detail 5: (Hint: What misunderstanding did people in the early 1900s have about food?)

Supporting Detail 6: (Hint: What did candy companies do to make candy seem healthy?)

Supporting Detail 7: (Hint: What do we know now about the nutritional value of candy?)

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Sweet, Sweet Words

Before Reading: As you come across words in bold in "How Candy Conquered America," ask yourself if you know them or if you can figure them out from context. Then check their meanings here. Put a star next to each vocabulary word having to do with food.

- 1. crave:** "Kids who **craved** sweets had to settle for dried fruits or puddings sweetened with molasses, a cheap syrup." (p. 14)
Meaning: to want something desperately
- 2. devour:** "But we Americans still **devour** \$33.6 billion worth a year." (p. 14)
Meaning: to eat something quickly and hungrily
- 3. exotic:** "Today, chocolates are mixed with **exotic** flavors, like cayenne pepper and açai [ah-sah-EE] berry." (p. 15)
Meaning: strange and fascinating
- 4. nutritious:** "Sounds a little crazy now. But as recently as the 1940s, many Americans believed that candy was as **nutritious** as a complete meal." (p. 15)
Meaning: containing substances that your body can use to make you healthy and strong
- 5. quantity:** "For the first time, American candymakers could produce sweet treats in large **quantities** and sell them cheaply in stores." (p. 14)
Meaning: an amount or a number
- 6. remedy:** "Like most pharmacists at the time, Chase made his own **remedies**." (p. 13)
Meaning: something that relieves pain, cures a disease, or corrects a disorder
- 7. smuggle:** "Candymakers even sent spies to Europe to steal secret candy recipes and **smuggle** them back to America." (p. 14)
Meaning: to take something into or out of a place secretly

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Sweet, Sweet Words, p. 2

After Reading: Now that you have read these vocabulary words in context, check your understanding of them by using the correct term from the word box to fill in the blanks below.

WORD BOX

crave

exotic

quantity

smuggle

devour

nutritious

remedy

1. It's important to eat _____ foods like broccoli that give your body the vitamins and energy it needs.
2. Matilda had never traveled outside the U.S., so she was excited about her upcoming trip to China. She looked forward to experiencing new and _____ sights, sounds, and flavors.
3. Antonio entered a hot-dog-eating contest. He is going to compete against his friends to see who can eat the largest _____ of hot dogs in 10 minutes.
4. David always arrives at Italian restaurants extremely hungry so that he can _____ as many meatballs as possible.
5. Pancakes are my favorite food: Given the choice, I would eat pancakes for breakfast, lunch, and dinner. Sometimes I can't stop thinking about them! This is a food I _____.
6. The popcorn sold at the movies was too expensive, so Wendy planned to _____ in a bag of it that she had popped at home.
7. When Linda feels sick, she drinks a mixture of water, lemon juice, and garlic powder. She says this weird _____ helps cure her cold!

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Think About It!

Close-Reading Questions: After reading "How Candy Conquered America," go back and reread sections to answer the questions below.

1. On page 13, the author says that early medicines tasted "like dirt mixed with grass." How does this simile help you understand why lozenges had a candy shell?

2. What two important things did Oliver Chase invent?

3. How did Chase's machine change candymaking in America? How did it change candy eating?

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4. Read the first four paragraphs of the section "Candy Bar Classics." What is the main idea of this section?

5. Reread the last line of "How Candy Conquered America." Why does the author say "you are tasting candy history"?

Close-Reading Questions: After reading "When Candy Was a Healthy Meal," go back and reread sections to answer the questions below.

6. In the past, what did many people believe about candy?

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7. According to the section "A New Science," what did people understand about food in the early 1900s? What did they not understand?

8. How was people's poor understanding of nutrition an advantage for candy companies?

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Think About It! p. 4

Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of both articles.

9. How was buying candy in the 1920s different from buying it in the 1820s? Cite evidence from the text in your answer.

10. Read the section "Candy Bar Classics" and the first section of "When Candy Was a Healthy Meal." What can you conclude about why someone might have eaten a candy bar for dinner in the 1920s?

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Think About It!

Directions: After reading "How Candy Conquered America" and "When Candy Was a Healthy Meal," go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions:

1. On page 13, the author says that early medicines tasted "like dirt mixed with grass." How does this simile help you understand why lozenges had a candy shell?
2. What two important things did Oliver Chase invent?
3. How did Chase's machine change candymaking in America? How did it change candy eating?
4. Read the first four paragraphs of the section "Candy Bar Classics." What is the main idea of this section?
5. Reread the last line of "How Candy Conquered America." Why does the author say "you are tasting candy history"?
6. In the past, what did many people believe about candy?
7. According to the section "A New Science," what did people understand about food in the early 1900s? What did they not understand?
8. How was people's poor understanding of nutrition an advantage for candy companies?

Critical-Thinking Questions:

9. How was buying candy in the 1920s different from buying it in the 1820s? Cite evidence from the text in your answer.
10. Read the section "Candy Bar Classics" and the first section of "When Candy Was a Healthy Meal." What can you conclude about why someone might have eaten a candy bar for dinner in the 1920s?

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Think About It!

Close-Reading Questions: Read the paired texts in this issue of *Storyworks*. Then go back and reread sections of the articles to answer the questions below.

"How Candy Conquered America"

1. Reread the first section of the article. How did Oliver Chase's lozenge-making machine help him?

2. How were Chase Lozenges different from other lozenges?

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3. Reread the section "Sweet Treats for All." After Chase invented his machine, how did life change for people who liked to eat candy?

4. What happened in the candy business in the 1920s and 1930s?

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5. Reread the last four paragraphs of the article. Why did the makers of Necco Wafers change that candy's recipe? Why did the company later change it back?

"When Candy Was a Healthy Meal (Not Really!)"

6. In the past, what did many people believe about candy?

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7. Reread the section "A New Science." What do we know about food now that people didn't know in the early 1900s?

Critical-Thinking Question (a big question about the whole story):

8. How was buying candy in the 1920s different from buying it in the 1820s? Give two examples from "How Candy Conquered America" in your answer.

“How Candy Conquered America” Quiz

Directions: Read the feature “How Candy Conquered America” in the September 2015 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. **What is a main idea of the article “How Candy Conquered America”?**
 - (A) Gummi Bears came to America from Germany.
 - (B) Once it was possible to sell candy cheaply, it became a big business.
 - (C) About 70 years ago, most people thought candy was a healthy meal.
 - (D) Necco Wafers are still made in Boston.
2. **What does the word *remedies* mean in the sentence “Like most pharmacists at the time, Chase made his own remedies”?**
 - (A) candies, treats
 - (B) medicines, treatments
 - (C) machines, inventions
 - (D) bread and cereal
3. **What clue in the article helps you understand the meaning of *remedies*?**
 - (A) “His most popular medicines were lozenges . . .”
 - (B) “And even those were hard to find.”
 - (C) “The candy was an immediate hit.”
 - (D) “Civil War soldiers carried candies in their pockets . . .”
4. **Oliver Chase’s invention helped candymakers _____.**
 - (A) create colorful candy
 - (B) form lozenges that cured headaches and sore throats
 - (C) make better-tasting lozenges
 - (D) produce candy quickly and sell it cheaply
5. **What happened when the makers of Necco Wafers changed the formula for the candy?**
 - (A) The candies became crunchier.
 - (B) Customers loved the new formula.
 - (C) Sales dropped by more than a third.
 - (D) Customers bought Tootsie Rolls instead.
6. **Based on “When Candy Was a Healthy Meal,” why might a kid have eaten candy for dinner in the 1920s?**
 - (A) Candy was healthy back then.
 - (B) Most kids preferred candy to meat.
 - (C) People believed candy was as nutritious as chicken or fish.
 - (D) Other food cost too much.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

7. **The article “How Candy Conquered America” shows that candy is popular. Find two details that support this idea.**
8. **Why did a long-ago ad claim that there was a glass of milk in every Milky Way bar?**

“How Candy Conquered America” Quiz

Directions: Read the feature “How Candy Conquered America” in the September 2015 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. Which of the following could be a new title for “How Candy Conquered America”?

- (A) “The History of American Candy”
- (B) “Milton Hershey Makes Millions”
- (C) “Necco Wafer Makeover”
- (D) “How to Make Lozenges”

2. What does the word *remedies* mean in the sentence “Like most pharmacists at the time, Chase made his own remedies”?

- (A) candies, treats
- (B) medicines, treatments
- (C) machines, inventions
- (D) bread and cereal

3. Which clue in the text helps you understand the meaning of *remedies*?

- (A) “His most popular medicines were lozenges . . .”
- (B) “And even those were hard to find.”
- (C) “The candy was an immediate hit.”
- (D) “Civil War soldiers carried candies in their pockets along with bullets and gunpowder.”

4. What problem did Oliver Chase’s invention solve?

- (A) Lozenges tasted bad.
- (B) Making lozenges took a long time.
- (C) Lozenges did not cure headaches.
- (D) Very few people liked candy.

5. Which line from the text supports the answer to question 4?

- (A) “So most lozenges were covered with a hard candy shell.”
- (B) “Each one had to be shaped by hand like a tiny cookie.”
- (C) “The hard, quarter-sized sugar wafers were sold in stacks.”
- (D) “His Hershey’s Kisses and bars became best-sellers.”

6. How did Chase’s machine change the cost of candy in America?

- (A) The cost of candy stayed the same.
- (B) Chewy candy was cheaper, but the price of chocolate increased.
- (C) Candy became more expensive.
- (D) Candy became much cheaper.

7. The claim that every Milky Way bar contained a glass of milk ____.

- (A) is true
- (B) is false
- (C) was true in the 1920s but is false today
- (D) is true of milk-chocolate bars but not of dark-chocolate bars

8. Which type of candy is mentioned in both “How Candy Conquered America” and “When Candy Was a Healthy Meal”?

- (A) Snickers
- (B) Hershey’s Kisses
- (C) Milky Way
- (D) Gummi Bears

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the articles.

9. Why does the article’s title say that candy “conquered” America? Which details in the story support your answer?

10. Based on information in “When Candy Was a Healthy Meal,” why might a company name a candy bar Chicken Dinner?