

00:00:00.000 --> 00:00:15.119

Over the course of two days, Heather DiMaggio introduces her students to three new words.

00:00:15.119 --> 00:00:19.219

They are key social studies concepts that her students will return to throughout the

00:00:19.219 --> 00:00:23.020

year and probably the rest of their lives.

00:00:23.020 --> 00:00:27.860

Ms. DiMaggio calls them the three R's, but they might not be the R's you're thinking

00:00:27.860 --> 00:00:28.860

of.

00:00:28.860 --> 00:00:29.860

Sometimes people think the three R's are the R's you're thinking of, but it's actually

00:00:29.860 --> 00:00:30.860

the R's you're thinking of.

00:00:30.860 --> 00:00:31.860

The three R's are the R's you're thinking of, but it's actually the R's you're thinking

00:00:31.860 --> 00:00:31.860

00:00:30.000 --> 00:00:36.159

three R's are reading, writing, and arithmetic. But in fourth grade, at James Madison, it's

00:00:36.159 --> 00:00:39.159

revolution, reaction, and reform.

00:00:39.159 --> 00:00:48.159

Repeat after me. Revolution. Revolution. Reaction. Reaction. Reform. Reform. Revolution. Revolution.

00:00:48.159 --> 00:00:52.159

Reaction. Reaction. Reform. Reform.

00:00:52.159 --> 00:00:59.319

Okay, to get your social studies journal.

00:01:00.000 --> 00:01:04.000

At the very top of the page here, I want you to write the following words.

00:01:04.000 --> 00:01:09.000

On this first day, the class will be looking at two of the words, revolution and reaction.

00:01:09.000 --> 00:01:15.000

I want you to write down the word rev-o-lu-tion.

00:01:15.000 --> 00:01:20.000
Even for 9 and 10-year-olds, these complex words are rich with meaning.

00:01:20.000 --> 00:01:22.000
Reaction.

00:01:22.000 --> 00:01:24.000
So instead of just giving them the definitions,

00:01:24.000 --> 00:01:28.000
Ms. DiMaggio asks them to define the words on their own.

00:01:28.000 --> 00:01:30.000
During a quick, open-ended writing exercise...

00:01:30.000 --> 00:01:32.000
called a QuickWrite.

00:01:32.000 --> 00:01:34.000
So I want you to do a QuickWrite

00:01:34.000 --> 00:01:36.000
on what you know

00:01:36.000 --> 00:01:38.000
about each one of these.

00:01:38.000 --> 00:01:40.000
The QuickWrite

00:01:40.000 --> 00:01:42.000
is really used to stimulate

00:01:42.000 --> 00:01:44.000
their thinking.

00:01:44.000 --> 00:01:46.000
Have them take a moment

00:01:46.000 --> 00:01:48.000
and just kind of process their own thoughts.

00:01:48.000 --> 00:01:50.000
Just kind of chew on it.

00:01:50.000 --> 00:01:52.000
Write as much as you can

00:01:52.000 --> 00:01:54.000
of whatever comes to your mind,

00:01:54.000 --> 00:01:56.000
whatever you think you know about them.

00:01:56.000 --> 00:01:59.000
Okay.

00:02:00.000 --> 00:02:02.700
has them share their answers with each other.

00:02:02.700 --> 00:02:05.719
I want you to talk in your table teams.

00:02:05.719 --> 00:02:08.159
What do you feel revolution means?

00:02:08.159 --> 00:02:09.039
Go.

00:02:09.039 --> 00:02:13.319
I think revolution means, like, you are in war.

00:02:13.319 --> 00:02:16.239
I think revolution means something that has history

00:02:16.239 --> 00:02:19.159
or is important, like an event that

00:02:19.159 --> 00:02:21.760
could come from the 1800s.

00:02:21.760 --> 00:02:25.440
I think it's like the Revolutionary War or something.

00:02:25.440 --> 00:02:27.840
Now look at the word reaction.

00:02:27.840 --> 00:02:29.000
Look at the word reaction.

00:02:29.000 --> 00:02:30.840
I think reaction.

00:02:30.000 --> 00:02:35.000
It means a way to express someone's emotions.

00:02:35.000 --> 00:02:40.000
I think the word reaction is a type of movement.

00:02:40.000 --> 00:02:43.000
Once they have a chance to share amongst each other,

00:02:43.000 --> 00:02:45.000
then they share out to the whole class.

00:02:45.000 --> 00:02:48.000
Excellent, team two.

00:02:48.000 --> 00:02:50.000
Creating an army.

00:02:50.000 --> 00:02:51.000
All right, creating an army.

00:02:51.000 --> 00:02:54.000
So you feel revolution has to do with creating an army.

00:02:54.000 --> 00:02:55.000
Edgar?

00:02:55.000 --> 00:02:56.000

Remaking something.

00:02:56.000 --> 00:02:57.000

Remaking something.

00:02:57.000 --> 00:03:00.000

Now, where would you get remaking?

00:03:00.000 --> 00:03:03.000

I don't know. I have to remember from a book that I said that.

00:03:03.000 --> 00:03:07.000

So you're making a connection to help you understand it. That's excellent.

00:03:07.000 --> 00:03:09.000

Team four.

00:03:09.000 --> 00:03:14.000

I think revolution means someone fighting for a change about something or someone.

00:03:14.000 --> 00:03:18.000

Okay, so it's about someone fighting for something, for change.

00:03:18.000 --> 00:03:20.000

Fantastic. Miss Maya.

00:03:20.000 --> 00:03:22.000

I think it's about civil rights and freedom.

00:03:22.000 --> 00:03:25.000

Civil rights and freedom. Fantastic.

00:03:25.000 --> 00:03:29.000

Each of the concepts have so many modalities in terms of their meanings.

00:03:29.000 --> 00:03:30.000

I'm tapping on it.

00:03:30.000 --> 00:03:31.879

I'm seeing it from different levels,

00:03:31.879 --> 00:03:34.619

from something as levels of friendship,

00:03:34.619 --> 00:03:37.159

to something bigger of a community,

00:03:37.159 --> 00:03:40.199

to something more globally across the country.

00:03:40.199 --> 00:03:42.600

So trying to bring some larger terms

00:03:42.600 --> 00:03:45.279

down to a nine-year-old level,

00:03:45.279 --> 00:03:47.979

to get to the point where they can apply it.

00:03:47.979 --> 00:03:50.040

I have put pictures up around the room,

00:03:50.040 --> 00:03:51.600

this being one of them.

00:03:51.600 --> 00:03:53.760

And I'm gonna have you stay in your table teams,

00:03:53.760 --> 00:03:54.959

and we're gonna rotate.

00:03:54.959 --> 00:03:57.440

To dig deeper into these tough concepts,

00:03:57.440 --> 00:04:00.040

Ms. DiMaggio gets her students up and moving.

00:04:00.000 --> 00:04:07.199

They will rotate around the classroom, responding to images that she has posted on the walls.

00:04:07.199 --> 00:04:12.000

I want you to write on these posters, what do you think is going on?

00:04:12.000 --> 00:04:14.680

What do you see?

00:04:14.680 --> 00:04:16.440

What do you think?

00:04:16.440 --> 00:04:17.440

What do you wonder?

00:04:17.440 --> 00:04:20.159

You know how we do the I see, I think, I wonder activities?

00:04:20.159 --> 00:04:26.159

Do you think this is a revolution, a reaction, or possibly both?

00:04:30.000 --> 00:04:35.000

Talk and discuss. Talk and discuss.

00:04:35.000 --> 00:04:39.000

I think that it's a, it's a revulsion.

00:04:39.000 --> 00:04:41.000

No, this is a revulsion.

00:04:41.000 --> 00:04:42.000

Yeah, yeah.

00:04:42.000 --> 00:04:44.000

These are, this is a revulsion.

00:04:44.000 --> 00:04:46.000

Wait, that looks like an explosion.

00:04:46.000 --> 00:04:48.000

I see.

00:04:48.000 --> 00:04:51.000

For a nine and ten year old to be able to grasp it,

00:04:51.000 --> 00:04:56.000

they have to be able to engage in it and interact in it and use all their senses.

00:04:56.000 --> 00:05:00.000

This is just one way to get them.

00:05:00.000 --> 00:05:05.400

completely physically involve their mind, their body, so that they can really grasp

00:05:05.400 --> 00:05:12.399

the concepts.

00:05:12.399 --> 00:05:17.540

Each poster illustrates one of the many definitions of revolution or reaction.

00:05:17.540 --> 00:05:19.840

So one was of the American Revolutionary War.

00:05:19.840 --> 00:05:25.280

I think this one is a revolution and the voices are reacting.

00:05:25.280 --> 00:05:30.040

At this early stage, students aren't always sure whether it's a revolution, a reaction,

00:05:30.040 --> 00:05:30.040

00:05:30.000 --> 00:05:32.640

Or a little of both.

00:05:32.640 --> 00:05:35.400

But for Ms. DiMaggio, that's just fine.

00:05:35.400 --> 00:05:41.039

Now is the perfect time to dive in and explore these big ideas.

00:05:41.039 --> 00:05:45.859

I wanted for them to really understand revolution is not just a war.

00:05:45.859 --> 00:05:50.920

And so another poster was of activism that's taken place within our country with different

00:05:50.920 --> 00:05:52.000

groups of people.

00:05:52.000 --> 00:05:58.440

I see Cesar Chavez over here, I see Rosa Parks, I see Ruby Ridges, I see Frank Korematsu.

00:05:58.440 --> 00:06:00.440

I see an article about a

00:06:00.000 --> 00:06:03.160

a Supreme Court case on equal rights.

00:06:03.160 --> 00:06:05.719

They're doing justice about a black boy

00:06:05.719 --> 00:06:09.439

can go on the bus of the white

00:06:09.439 --> 00:06:12.399

because that was the time they were arguing about that.

00:06:12.399 --> 00:06:14.079

Okay, so write down what you think.

00:06:14.079 --> 00:06:15.279

And then what does that make you wonder?

00:06:15.279 --> 00:06:19.000

Another poster was of technology and how it's changed

00:06:19.000 --> 00:06:21.959

from an old typewriter to today's laptops,

00:06:21.959 --> 00:06:24.479

from an old phone to today's cell phones.

00:06:24.479 --> 00:06:26.879

I see an old-fashioned cell phone

00:06:26.879 --> 00:06:30.040

and an old-fashioned computer that turned.

00:06:30.000 --> 00:06:31.000

into new fashion.

00:06:31.000 --> 00:06:36.320

And so each poster represented a different definition that we were going to walk through

00:06:36.320 --> 00:06:41.159

as a whole class.

00:06:41.159 --> 00:06:45.359

There is a small paper here that says revolution on the top, and we're going to look at what

00:06:45.359 --> 00:06:47.500

these two definitions are.

00:06:47.500 --> 00:06:52.040

With the students back in their seats, Ms. DiMaggio provides the formal definitions they'll

00:06:52.040 --> 00:06:57.139

be using for revolution and reaction.

00:06:57.139 --> 00:07:00.059
She hands out graphic organizers that list the definitions.

00:07:00.000 --> 00:07:03.000
and have spaces to write down examples,

00:07:03.000 --> 00:07:04.900
as well as any personal connections

00:07:04.900 --> 00:07:06.739
the students might have to the words.

00:07:06.739 --> 00:07:10.300
Okay, Miss Marilyn, please read the first definition.

00:07:10.300 --> 00:07:13.600
Now, a sudden or complete change in something.

00:07:13.600 --> 00:07:15.939
A sudden or complete change in something.

00:07:15.939 --> 00:07:17.219
So it's a change.

00:07:17.219 --> 00:07:20.379
One by one, the class reviews each definition.

00:07:20.379 --> 00:07:22.860
Who would like to read the next definition?

00:07:22.860 --> 00:07:24.780
After all the definitions are read,

00:07:24.780 --> 00:07:26.700
Miss DiMaggio asks the students

00:07:26.700 --> 00:07:28.979
to decide which definition fits best

00:07:28.979 --> 00:07:30.579
with each of the posters.

00:07:30.000 --> 00:07:35.000
on the walls. Here's just one example of a conversation that emerged.

00:07:35.000 --> 00:07:40.000
If we look at this picture over here, raise of hands, how many people thought this

00:07:40.000 --> 00:07:45.000
picture over here was a reaction? Okay, good.

00:07:45.000 --> 00:07:50.000
How many people thought it was a revolution? Apollo, what's going on?

00:07:50.000 --> 00:07:55.000
It's different devices that they used in the past and then it goes to the present.

00:07:55.000 --> 00:08:00.000

Excellent. Can we find a definition on any of these that would help us kind of figure out?

00:08:00.000 --> 00:08:02.799

This would be a revolution or a reaction.

00:08:02.799 --> 00:08:04.159

Would it be any of these?

00:08:04.159 --> 00:08:06.119

Would it be an emotional or physical response?

00:08:06.119 --> 00:08:08.600

Would it be a reaction like that?

00:08:08.600 --> 00:08:09.600

No.

00:08:09.600 --> 00:08:12.720

Is it an action in response to an influence or event?

00:08:12.720 --> 00:08:15.479

Would it be a movement toward activism?

00:08:15.479 --> 00:08:17.280

No, probably not.

00:08:17.280 --> 00:08:19.479

It's not a scientific response.

00:08:19.479 --> 00:08:20.959

Let's look at revolution.

00:08:20.959 --> 00:08:23.520

Could it be a sudden or complete change in something?

00:08:23.520 --> 00:08:24.600

Yes.

00:08:24.600 --> 00:08:27.399

So could this be a technology revolution,

00:08:27.399 --> 00:08:29.639

a revolution in technology and change?

00:08:29.639 --> 00:08:30.639

Yes.

00:08:30.639 --> 00:08:30.639

00:08:30.000 --> 00:08:36.119

I really want the kids to have a good understanding of what each of the concepts are and the different

00:08:36.119 --> 00:08:38.600

modalities of each one.

00:08:38.600 --> 00:08:41.920

That revolution has two ways of looking at it.

00:08:41.920 --> 00:08:47.159

And it comes not just in wars and politics, but it also comes along music and technology.

00:08:47.159 --> 00:08:51.000

What's the difference between this revolution we looked at over here with the picture with

00:08:51.000 --> 00:08:55.760

the war and Fourth of July and the revolution that we talked about between technology and

00:08:55.760 --> 00:08:57.239

transportation?

00:08:57.239 --> 00:09:00.280

What's the difference between those forms of revolution?

00:09:00.000 --> 00:09:06.000

That one's about humanity and people, and that one's about technology and transportation.

00:09:06.000 --> 00:09:10.000

But does technology and transportation, does that affect humanity?

00:09:10.000 --> 00:09:12.000

Yes, by some ways.

00:09:12.000 --> 00:09:19.000

Okay, so if it affects humanity, what's the difference?

00:09:19.000 --> 00:09:22.000

That one is like a war revolution.

00:09:22.000 --> 00:09:24.000

Why would I bring this into a fourth grade classroom?

00:09:24.000 --> 00:09:26.000

Because why not raise the bar?

00:09:26.000 --> 00:09:29.000

The kids of every academic level can reach these schools.

00:09:29.000 --> 00:09:30.000

Every child.

00:09:30.000 --> 00:09:34.260

As long as they have the right scaffolding and foundation and support, they can attain

00:09:34.260 --> 00:09:38.420

this higher level of thinking and building and applying.

00:09:38.420 --> 00:09:39.420

So why not?

00:09:39.420 --> 00:09:40.420

Okay, give me something that you learned today.

00:09:40.420 --> 00:09:41.420

We learned about revolutions.

00:09:41.420 --> 00:09:46.579

The goal is to prepare them for college.

00:09:46.579 --> 00:09:48.420

I'm not preparing them for fifth grade.

00:09:48.420 --> 00:09:53.940

I'm preparing them for things greater and farther in their future.

00:09:53.940 --> 00:09:58.340

The building blocks start now.

00:10:00.000 --> 00:10:02.259

Take out your social studies journal.

00:10:02.519 --> 00:10:07.139

The next day, the class takes on the last of the three R's, reform.

00:10:07.880 --> 00:10:10.979

What do you think reform is?

00:10:10.979 --> 00:10:12.460

What do you think it means?

00:10:12.819 --> 00:10:15.819

Reform is essential because reform has happened in the past,

00:10:15.819 --> 00:10:17.940

but reform is happening now, today.

00:10:18.659 --> 00:10:22.540

Just like yesterday, the students do a quick write and then share their best

00:10:22.540 --> 00:10:24.940

guesses about what this new word means.

00:10:25.540 --> 00:10:29.540

Marcus, I think reform means you make or do something again.

00:10:30.000 --> 00:10:34.559

I think reform means to make something better than it was before.

00:10:34.559 --> 00:10:37.500

But today, Ms. DiMaggio adds something new.

00:10:37.500 --> 00:10:43.119

I want you to write down if there was anything that you could change at James Madison Elementary.

00:10:43.119 --> 00:10:47.719

She makes it personal by asking students to write down changes they would like to see

00:10:47.719 --> 00:10:49.079

at their school.

00:10:49.079 --> 00:10:52.159

And you think this change needs to happen and it's really important.

00:10:52.159 --> 00:10:53.159

What would it be?

00:10:53.159 --> 00:10:57.920

Ah, three minutes, silent writing, quick writing.

00:10:57.920 --> 00:11:00.000

She's taking an abstract concept like reform.

00:11:00.000 --> 00:11:03.000

and making it relevant to their everyday lives.

00:11:04.000 --> 00:11:07.000

Personal connections are so important to learning.

00:11:07.000 --> 00:11:10.000

If it's something they can connect to themselves,

00:11:10.000 --> 00:11:15.000

it's something that they can really have a much stronger grasp on.

00:11:15.000 --> 00:11:20.000

I would like more P.E. so we can have more time to exercise.

00:11:20.000 --> 00:11:21.000

Tyler?

00:11:21.000 --> 00:11:26.000

We should take more field trips because it'll help the school learn more knowledge about science.

00:11:26.000 --> 00:11:30.000

That we have more book fairs to help the school.

00:11:30.000 --> 00:11:34.400

so we can have more money for the field trips and assemblies.

00:11:34.400 --> 00:11:35.719

What about helmets?

00:11:35.719 --> 00:11:37.719

They had some great things that came out,

00:11:37.719 --> 00:11:42.760

from equipment to safety issues to funding issues

00:11:42.760 --> 00:11:44.039

and materials.

00:11:44.039 --> 00:11:45.560

Now we're going to step it up.

00:11:45.560 --> 00:11:48.200

As students share their ideas, Ms. DiMaggio

00:11:48.200 --> 00:11:51.819

pushes them to justify why they think their reforms would

00:11:51.819 --> 00:11:54.520
benefit the school.

00:11:54.520 --> 00:11:56.719
Why would you like to see that?

00:11:56.719 --> 00:11:59.799
And how would that benefit the school?

00:11:59.799 --> 00:12:01.360
All.

00:12:00.000 --> 00:12:05.519
asking them to justify because reform is not just I want this and so it will be

00:12:05.519 --> 00:12:11.479
it's much bigger than that. I would want to change how the playground looks. Yeah.

00:12:11.479 --> 00:12:21.879
Because? Because, because, because like we can like add more playground things and

00:12:21.879 --> 00:12:26.159
like people wouldn't have to be be like oh this is boring I don't want to play

00:12:26.159 --> 00:12:30.760
here anymore. So it would benefit the students how?

00:12:30.000 --> 00:12:33.400
by playing with new things and exercising.

00:12:34.519 --> 00:12:36.760
They had to really justify and show

00:12:36.760 --> 00:12:41.680
how would it be a true reform for the benefit of all of us.

00:12:41.680 --> 00:12:44.119
You three can work on this paper.

00:12:44.119 --> 00:12:45.579
For the final activity,

00:12:45.579 --> 00:12:47.639
Miss DiMaggio challenges her students

00:12:47.639 --> 00:12:51.120
to find examples of revolution, reaction, or reform

00:12:51.120 --> 00:12:53.239
in that morning's newspaper.

00:12:53.239 --> 00:12:54.719
I just picked these up this morning.

00:12:54.719 --> 00:12:56.319

They're hot off the press.

00:12:56.319 --> 00:12:59.959

I love just the hands-on and the physical engagement.

00:13:00.000 --> 00:13:01.840

You two can go through this one.

00:13:01.840 --> 00:13:05.400

It's just giving them the opportunity to handle it,

00:13:05.400 --> 00:13:07.679

look at it, to engage with it.

00:13:09.000 --> 00:13:10.880

They need that time to explore.

00:13:13.880 --> 00:13:16.840

I love to see them thinking for themselves

00:13:16.840 --> 00:13:20.120

and trying to pull out information.

00:13:20.120 --> 00:13:21.879

They're engaging on their level

00:13:21.879 --> 00:13:23.319

and they're getting excited.

00:13:23.319 --> 00:13:26.959

We found that Gaddafi was buried in the unmarked grave

00:13:26.959 --> 00:13:28.479

in the desert.

00:13:28.479 --> 00:13:30.879

Does that have to do with one of the three arms?

00:13:30.000 --> 00:13:31.000

Yeah.

00:13:31.000 --> 00:13:32.000

How?

00:13:32.000 --> 00:13:33.000

Revolution.

00:13:33.000 --> 00:13:34.000

What's the revolution?

00:13:34.000 --> 00:13:42.000

Because they were, like, having a war in Libya, and then they might have killed Gaddafi.

00:13:42.000 --> 00:13:44.000

How do you see it as a revolution, Vincent?

00:13:44.000 --> 00:13:46.000

Because they're fighting for their rights.

00:13:46.000 --> 00:13:51.000

This is all an opportunity for me to introduce as much as I can.

00:13:51.000 --> 00:13:55.000

I don't expect them to understand it, and they're not going to understand it right away.

00:13:55.000 --> 00:13:59.000

But it will be the foundation piece that everything else will build on.

00:14:00.000 --> 00:14:02.000

When you open up your book...

00:14:02.000 --> 00:14:05.000

As they wrap up this introductory lesson about the three R's,

00:14:05.000 --> 00:14:10.000

students file away their definition sheets in special yellow folders.

00:14:10.000 --> 00:14:13.000

They will return to these three words throughout the year,

00:14:13.000 --> 00:14:18.000

a shared vocabulary that Ms. DiMaggio believes is essential for social studies.

00:14:18.000 --> 00:14:21.000

And then where do you think we're going to want to put this before we go to lunch?

00:14:21.000 --> 00:14:24.000

In our social studies folder!

00:14:24.000 --> 00:14:26.000

Oh, you guys are so smart.

00:14:26.000 --> 00:14:29.000

For me, the three R's are foundational.

00:14:30.000 --> 00:14:32.640

They're foundational for what we're doing in fourth grade.

00:14:32.640 --> 00:14:36.139

They're foundational for what they're doing in middle school and high school.

00:14:36.139 --> 00:14:40.260

They're foundational in terms of being informed as adults.

00:14:40.260 --> 00:14:42.180

I think this is about reform.

00:14:42.180 --> 00:14:46.899

They're able to have discussions that are far more productive and valuable.

00:14:46.899 --> 00:14:50.200

And it just takes the learning to a whole nother level.

00:14:50.200 --> 00:14:51.280

And that's what we want.

00:14:51.280 --> 00:14:52.620

We want thinkers.

00:14:52.620 --> 00:14:55.000

We want to have thinkers in today's world.

00:15:00.000 --> 00:15:02.059

you