

SOLE Activity for Los Altos History Museum (Virtual Tours)

Grades: 3-8

What is SOLE?

- SOLE stands for Self-Organized Learning Environment
- SOLE was created by the 2013 TED Prize winner, Sugata Mitra
- SOLE uses the students' curiosity to create an environment that promotes student-driven learning

In this lesson, students are free to move about from group to group. It is recommended that each groups contains a maximum of four students at a time.

This lesson may be used as a field trip activity if the students have access to a computer or other devices with Wifi.

Instructional Goals: The students will be able to

- Interpret the materials/artifacts at the museum.
- Apply knowledge of life in 1930s California to their own lives.
- Relate materials/artifacts to their interests.
- Design a scenario of life in the past.
- Compare the findings of other groups and present their knowledge to each other.
- Collaborate and combine their research with each other.

Essential Questions:

- How were the objects shown at the museum used in daily life?
- What was the average person's life like in 1930s Los Altos?
- How is life the same today as it was in the past? Different?

Instructional Materials:

1. California Agriculture Video
 - a. <https://www.losaltoshistory.org/education/student-tours/> or:
 - i. Go to the **Los Altos History Museum** website
 - ii. On the top website ribbon, click on "**Education**"
 - iii. Either scroll on the page until you see "**Student Tours**" and click the link or on the right-hand side of the page, under Education, find "**Student Tours**" and click the link
 - iv. Click the video titled: "**California Agriculture Lesson**"
2. J. Gilbert Smith House Tour (can be found on the same page as the "California Agriculture Video")

3. Breakout Rooms
4. Shared Google Doc

Procedure:

1. Play the “California Agriculture Video”
2. Introduce students to the “J. Gilbert House Tour”
3. Pose an open-ended question based on the environment and surrounding of the Los Altos History Museum. The example question you may use:
 - a. *Put yourself in Mr. Smith’s shoes and share your typical day from sun up to sun down as you work the apricot orchards.*
4. Allow students to choose their breakout rooms and move freely between rooms. Additionally, create a shared Google Doc with a list of each group. Students will contribute their findings to this document under the group title of the group they are in at the time.
5. Let the students (working in a team/breakout room) investigate the J. Gilbert House and research information about the 1930s to be able to answer the proposed question.
 - a. Have them look at the artifacts to see what tools they would use or which toys they would play with
 - b. The students work together and write or type their findings
 - c. The students communicate and discuss the answer to the question
6. Students present their findings (2 options)
 - a. Option 1: Have each student present his/her findings
 - b. Option 2: Allow five minutes for the students to write a couple of sentences answering the question posed
7. Reflection/Conclusion: Ask the students the following questions:
 - a. What surprised you most about life on the farm in the 1930s?
 - b. How was life different in the 1930s as compared to your life today?

Assessment/Closure:

Throughout the activity, students will be adding their findings to a document. At the end of class, the students will either present their research or write it down. They will also reflect on their lives as compared to life in the 1930s.

Reflection/ Notes:

- Some students may wander while others may want to just stay with their friends. Consider telling students they must visit a certain number of groups.

- Ideally, in a classroom setting, you would want one computer for every four students to ensure more collaboration. Adjustments may be needed to prevent students from performing research individually.